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ABSTRACT

The development, organization, and operation of the Vocational-Technical Resource Consortia in Ohio was examined to identify those elements, policies, practices, and procedures that contribute to their effective operation and future growth. Data about individual consortia and general information were gathered by questionnaires completed by consortium members, case studies, interviews with state leaders, and a literature review. The most successful operating procedures were classified according to (1) organization and administration, (2) marketing and communicating strategies, (3) training proposal development, and (4) training proposal approval and management. Specific procedures included funding and support from the governor, state legislature, and Department of Economic and Community Development; representation of non-educational organizations in the membership; Chamber of Commerce and local economic development agency involvement; business and industry contacts through face-to-face, on-site meetings; informing business and industry about training resources available through local educational institutions; informing educators about new and emerging occupations, labor market trends, and training needs; publicizing services and activities through brochures, the media, and presentations; development of a standard format and criteria for training proposal development; state support of approved training projects; and successful implementation of a variety of programs. (Appendixes include the questionnaire and information and materials on consortia and their activities.) (YLB)

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OPERATIONAL PROCEDURES FOR SUCCESSFUL VOCATIONAL-TECHNICAL RESOURCE CONSORTIA in Serving Business and Industry in Ohio

Prepared for

THE OHIO ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

by

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CHAPTER 1

NATURE OF THE STUDY

Introduction

In the late 1970s top administrators in Ohio's Department of Economic and Community Development (DECD) and the Department of Education's Division of Vocational Education (DVE), with continuing support from the Governor's office, became closely aligned in the state's economic development efforts.

> All activities that create new jobs, preserve old jobs, or develop new job avenues should be termed as economic development activities... AVA Vocational Educator's Handbook for Economic Development (1981)

Working together the DECD and DVE recognized a need for a more organized pattern of involving local vocational-technical education institutions in the state's economic development efforts. Ohio's program of local or regional Vocational-Technical Resource Consortia was organized to satisfy this need. A system of twenty-three local consortia, or groupings, of vocational-technical education institutions was developed for the primary purpose of coordinating available training resources to help solve and support the employee training needs of new or expanding industries as part of a comprehensive incentive package to encourage companies to expand or locate in Ohio. The Vocational-Technical Resource Consortia are now utilized to help combat the out-migration of companies and jobs and to place Ohio in a more competitive

position with those states that have included coordinated employee training assistance in their industrial recruiting efforts.

The loss of thousands of manufacturing jobs in Ohio to the so-called "sun belt" states was recognized as a very serious long-term problem as reflected by the following items:

- A report in Industrial Development quoted a Bureau of Labor Statistics report that showed Ohio losing 45,700 manufacturing jobs during the period 1968-78 (1980).

- This same report, quoting the Cosma Study, showed Ohio ranked state supported training of industrial employees among the top ten incentives used by state and local agencies to attract business and industry (Industrial Development, 1980).

- A number of states have been quite active in linking training with industrial development efforts for a number of years. Bushnell (1980) points out several prime examples: Georgia's "Quick Start" program was begun in 1966 to provide training resources for new businesses in the state; South Carolina's "Design for the 80s" program was founded on twenty years of industry support services programs; and Oklahoma's "Special Training Programs" were started in 1968 to support business-industry recruiting efforts.

- Braden and Paul (1979) point out also that states such as ". . . Texas, Tennessee and Florida have developed vocational programs to assist new and expanding industries in cooperation with local and state economic development activities."

- A recent American Vocational Association report presented by Dr. Gene Bottoms (1980) identified fourteen states that had a highly developed system of coordinating vocational-technical education and economic development activities. Ohio was not on the list.

Ohio now has a workable system in the Vocational-Technical Resource Consortia that can be used to encourage companies to stay and grow in Ohio and/or to locate new plants in the state.

Purpose of the Study

The major purpose of this study is to examine the development, organization and operation of the Vocational-Technical Resource Consortia program in Ohio in order to identify those elements, policies, practices and procedures that appear to contribute to their effective operation and future growth.

The examination of the Consortia will include a review of the items that follow:

- o Vocational education's role in state and national economic development activities.
- o Consortia history and development.
- o Organizational elements of the Consortia.
- o Operational policies.
- o Marketing or communications techniques.
- o Training and development activities.
- o Project approval and implementation.
- o How the future of the Consortia is viewed.

Research Techniques

A variety of techniques was used to gather data about individual Consortia as well as general information relating to the total concept.

1. General Questionnaire

   A general questionnaire consisting of 39 items was distributed in December 1981 (see Appendix A). Each Consortium Director was provided with a supply of questionnaires to distribute

to persons representing the various institutions and organizations that were members of their particular Consortium. Individuals completing questionnaires returned them directly to the researcher. A total of 404 questionnaires were distributed. Two hundred eighty-four (284) of the questionnaires (70.1%) were returned. Individual questionnaires representing twenty-two of twenty-three Consortia are included in the returns. All twenty-three Consortium Directors returned the questionnaires and returns were recieved from 261 members.

Information obtained from the questionnaire will be shown throughout the sections of this report in the form of various tables.

2. Case Studies

While a questionnaire can provide a wide variety of information from a number of sources, more in-depth data can be obtained by direct on-site visitations with those involved in the actual operation under study.

Therefore, to give this study additional depth and balance, five Consortia were selected as case study sites. The selection process was accomplished by a panel comprised of persons knowledgeable about Consortia activities in Ohio: a representative of the Ohio Department of Economic and Community Development; the DVE assistant director for construction and post-secondary education; the DVE supervisor of adult education; a state representative of the Bureau of Apprenticeship and Training; and the state Director of Educational Communication for Business/Industry.

All twenty-three Consortia were considered to some extent for case study purposes. The following items were reviewed with respect to each Consortium: membership representation; number of training programs implemented; training proposals pending; evidence of communications activities/techniques; constitution and by-laws on file; meeting minutes on file; Director's starting date; Chamber of Commerce involvement; and other related accomplishments.

Each of the five Consortia selected was visited by the researcher, and individual interviews were conducted with the Consortium Director and a person or persons representing: a Chamber of Commerce; a Private Industry Council or CETA prime sponsor; a secondary and a post-secondary institution; and a representative of an industry presently being served by an approved Consortium project.

General characteristics of the case study sites:

- o All were multi-county Consortia (from 3 to 7½ counties)
- o All had active approved projects underway and pending
- o Four of five had active Chamber of Commerce involvement
- o Two included major urban areas in addition to rural areas
- o Three were primarily rural Consortia with small to moderate sized communities located within their service areas
- o All five Consortium Directors had fundamentally different work experience histories
- o All five Consortia had active Boards representing a variety of regional and community organizations

3. Information from State Leaders

To round out the data base and to gather additional background information on the development of the Consortia concept, interviews were held with the following persons:

Dr. Byrl Shoemaker, Executive Director, Division of Vocational Education, Career Education and Food Service, Ohio Department of Education

Dr. Charles B. Dygert, Ohio Director of Communication for Domestic and Foreign Business and Industry, Division of Vocational Education, Ohio Department of Education

Michael Hobson, Deputy Director for Administration, Ohio Department of Education, Department of Economic and Community Development

Data from these contacts contributed greatly to Chapters 3 and 4 of this report.

4. Review of the Literature

References are made throughout this report to other research, articles, documents, presentations, and studies that relate to the topic or area under discussion. In addition, the appendices and the Bibliography contain further information and resources that the reader may find of assistance.

Most of the related literature is very recent. While the idea of a Consortium involving educational institutions in the United States dates to the 1920's (Carnegie Commission on Higher Education, 1972) the purposes for which Ohio's Vocational-Technical Resource Consortia have been developed, along with their organizational structure, administration, funding and governance appear to be unique.

The literature, however, reveals many other patterns for involving vocational-technical education institutions with economic development activities. These will be documented throughout the report.

5. Presentation of Statistical Data

Data from the questionnaire and from personal interviews are presented throughout the various sections of the report. The following terms or symbols are frequently used in the presentation of the data:

N: denotes the number of questionnaires being tabulated

Case Study Sites: refers to data from persons or questionnaires representing the five Consortia selected for case study purposes.

Balance of Consortia: refers to data assembled from the non-case study Consortia

CD: Consortium Director

CHAPTER II

VOCATIONAL EDUCATION'S ROLE IN STATE AND NATIONAL ECONOMIC DEVELOPMENT EFFORTS

Scope of Activities

The involvement of vocational education in "economic development" activities is not a new concept. For over twenty years a number of states have been actively involved in efforts to stimulate industrial growth through the provision of employee training as part of a package used to attract business to their area. Today most states offer some method of providing vocational training to new or expanding companies.

According to a report published in Industrial Development (Jan/Feb 1980) all fifty states provide assistance for securing employees for new industries. Many states combine the resources of their vocational-technical systems and their state agencies for economic development in these efforts.

Organization Patterns

While all states may offer training assistance as part of their inducement plan to business and industry, only a minority have what can be termed a well developed program for this effort. Figure 1 shows that fourteen states have coordinated economic development activities with vocational education, using state dollars, for at least five years. Seventeen states have begun coordination/liaison efforts and have been operational for at least one year but less than five. The remaining nineteen states show no continuity of effort.

FIGURE 1

CLASSIFICATION OF STATE SYSTEMS FOR COORDINATING

VOCATIONAL EDUCATION TRAINING WITH ECONOMIC DEVELOPMENT

CLASSIFICATION CATEGORY	NO. OF STATES
1. Highly Developed (Formal) System There is a high degree of coordination between economic development and vocational training functions (at least two full time staff persons responsible for needs assessment, liaison, and program development); network of local staff assigned to different institutions; allocation of state dollars to support training for new and expanding industries, most of these states have curriculum centers with capacity to prepare materials quickly for different training needs; and there is a proven track record of at least five years.	14
2. Moderately Developed (Formal) System There is at least one person working full time to coordinate and liaison between economic development and vocational training at state or local level; federal, state, and local funds are available for this effort, and the program has been in regular operation for at least one full year but less than five years; limited capacity for developing special curriculum materials.	17
3. Informal System There is no full time staff assigned specifically for coordination and liaison between economic development and vocational training; allocation of dollars, program development and delivery of services is on as-needed basis. There is no continuity or track record. Ad-hoc curriculum development.	19

Source: The American Vocational Association, The Vocational Education Enterprise in 1980 (Arlington, VA: 17 September 1980) p. 57

According to David Bushnell (1980, p. 24) three major patterns for organizing economic development activities exist:

1. Single State Agency Model: programs are concentrated in a single state agency either by legislative mandate or by an executive order of the governor. Examples can be found in Alabama, Georgia, Louisiana and North Carolina.

2. Multi-Agency Model: functions of economic development are shared by a number of state agencies with vocational education. Mississippi, Oklahoma, South Carolina and Tennessee are examples.

3. Local Development Model: initiative for economic development emanates from cities, towns, counties and local communities.

Services

A wide variety of services have been offered to companies that are developing new facilities or expanding existing operations. As noted by Kreshan Paul and Ellen Carlos (1981, p. 57) such services include "needs assessment, task analysis, special curricula, audio-visuals, use of buildings and equipment, instructors, recruitment, trainee assessment and screening, on-site training, evaluation, upgrading, and retraining.

The Future

Brooks (1976) states that "Experience has been that business and industrial firms are attracted to communities that cooperate in development of programs to provide a ready source of qualified employees." An editorial in U. S. News and World Report (1 Oct 1979, p. 79) proposed several steps that can be taken to promote industrial expansion and to speed up improvements in productivity, among them: "Improve training programs for labor through better coordination among schools, state employment services and federal agencies."

In their position statement on the purposes, roles and responsibilities of vocational education, the National Association of State Directors of Vocational Education stated (1980):

1. Vocational education serves ... a wide variety of publics, including business and industry - both large and small.

2. One of the purposes of programs supplied by vocational education should be to "supply a trained work force which will attract and promote economic and industrial development.

3. One of the shared roles, in which vocational education acts in concert with other groups in the community, involves economic development.

A further statement on this role by the State Director's Association points out that:

> Vocational education's particular responsibility is to insure that the necessary connections exist between education and training and the workplace, and to make instruction accessible at the times and places it is most needed.

Productivity and economic development are terms frequently employed loosely by economists, industrialists, sociologists, politicians, and local community leaders. Only recently have educators tuned in to these conversations on a large scale. It is becoming increasingly recognized that vocational education can play a significant role in these arenas. Leaders and educators in "sun-belt" states recognized the value of linking vocational-technical training with their economic development efforts at an early stage - South Carolina in 1954, Oklahoma in 1968, Mississippi in 1972 and Louisiana in 1976, for example (AVA, 1981).

In a series of papers and presentations commissioned by the National Center for Research in Vocational Education, a number of eminent scholars presented their perceptions of the various roles of vocational education in the economy of our nation:

Leonard A. Lecht (1981, p. 1):

> Renewal of the industrial sector, a key ingredient in the economy's growth...will be a major development in the coming decade that can be expected to assume a larger role as a force making for change in vocational education.
>
> Vocational education will be more closely linked with state and local economic development programs, and the programs offered will assign a substantially greater emphasis to training persons to operate, maintain and repair the more complex new technology and products that will characterize the economy in the 1980's.

Amitai Etzioni (1981, p. 7):

> Vocational education belongs in the general agenda of reindustrialization especially because of the concern with the size, composition and quality of human capital.
>
> More interface is needed between those generating jobs and those who provide vocational education."

Rupert N. Evans (1981, p. 8):

> But, reindustrialization is certain to increase further the amount of retraining needed by reentrants, because it will cause their jobs to change more rapidly while they are away.

Anthony P. Carnevale (1981, p. 25):

> The success of vocational education as economic policy will turn on its ability to cooperate with its sister institutions in the public sector ... Its ability to move closer to private sector training will be equally important.
>
> The relationship between vocational education and private training is already strong relative to its public cousins. It needs to be stronger.

In a project titled Vocational Education: A Look Into The Future, the authors (Ruff, Shylo, Russell, 1981) project that one of the specific features of vocational education in their standard world scenario will be:

> Vocational education will assume more responsibility as an actor in economic development and will become increasingly involved in retraining workers, in insuring an adequately trained work force, and in meeting labor demands of new businesses and industries. (p. X)

Across the nation many vocational educators are putting economic development strategies in place and others are examining existing patterns for components that they can replicate. There is no doubt that our economy is going through a rapid transition to a much more sophisticated technological era. In those areas where vocational education is linked closely with the various components of this change, the resulting upheaval should be minimized.

As previously noted, a number of states already have a well organized pattern of involving vocational-technical education in their plans for economic development.

Highlights From Other States

August Bolino (1981, p. 18) proposes that "Vocational education can play a role in attracting new business to a region, in assisting businesses to expand or to survive, in promoting the growth of locally owned businesses, and in creating public sector jobs." A number of states have had such accomplishments.

South Carolina: Since 1960 over sixty European companies have established operations in the state (Taylor, 1980, p. 4). More than $10 billion in new capital investment has been attracted to the state

(Morris, 1979, p. 49). A system of sixteen Technical Education Centers (TECs) and fifty-five vocational centers provide training to business and industry. A system of Special Schools for Industrial Training, with a separate line-item legislative appropriation, provide most of the pre-employment training for new and expanded industries. Fourteen in-field industrial consultants work with the training programs and maintain contact with businesses. The TEC system is presently developing a program to work in high-tech areas called "Design for the Eighties" (Dudley, 1982). Six resource centers are planned, each to specialize in one aspect of high technology.

Oklahoma: The vocational education system through its "Special Schools" Division, works with new industries in the state (Paulsen, 1981, p. 15). The state Department of Vocational and Technical Education also maintains two industrial coordinators in the Department of Economic Development for liaison purposes (AVA, 1981). A state equipment pool is maintained for on-site training purposes. A team of professionals in the Special Schools Division perform employer training needs assessment, training program development and coordinate delivery of training. Two hundred seventy industries locating new plants in the state have been served (AVA 1981).

Mississippi: The "Industry Services Program" started in 1973 in the State Division of Vocational and Technical Education (Tuttle and Wall, 1979, p. 7) and served over 60 firms between 1973 and 1979. Local industry services program coordinators work with companies to develop specific programs. Close coordination of economic development efforts is made through the state division of Vocational-Technical centers and junior colleges. Between 1975-1980 a total of 18,928

trainees completed industrial start-up training programs in Mississippi (AVA, 1981).

Louisiana: The start-up training program is managed by the assistant secretary in the Office of Commerce and Industry of the Department of Commerce and is headed by a Director of Training. Contractual arrangements are made with schools through this office for services to industry. Employment is not guaranteed to persons completing start-up training programs (AVA, 1981).

Tennessee: An Industrial Training Service is provided through the Tennessee Department of Economic and Community Development. The service is designed to assist new industries in gearing up and mmeting their human resource requirements.

Florida: The Division of Vocational Education works closely with the Division of Economic Development, Florida Department of Commerce. The Vocational Education Division's Industry Services Training Program, begun in 1978, works with local education agencies to set up specialized programs. By the fall of 1980, 17 projects involving 2,000 workers had been completed, 25 more were underway for 1,100 new workers, and 26 projects were under negotiation with a potential of 11,300 jobs. A Leadership Development Program is also available (Florida Department of Education, 1980).

Georgia: Launched in 1966, Georgia's "Quick-Start" program was designed to serve the employment and training needs of new and expanding industry. The effort is operated by Georgia's Department of Community Development in cooperation with the Industrial Services Unit of the State Department of Education. Pre-employment and on-job-training are emphasized. Costs are shared by the state and by the in-coming firm (Bushnell, 1980).

Fourteen State Survey: A recent survey of New and Expanding Industry Training Programs in fourteen states, conducted by John Lloyd, Kentucky Director of Interagency Relations for the Bureau of Vocational Education (1982) identified the patterns and levels of activity shown in Table 1 (data presented is for FY-81).

TABLE 1

NEW AND EXPANDING INDUSTRY TRAINING PROGRAMS

State	Staff	Budget	No. of Indus. Served	No. of Progr. Oper.	No. of People Served
AL	25	$1.3 M	82	82	3,200
FL	3	1.0 M	72	-	3,000
GA	4 *1	2.0 M	68	68	6,200
IL	2	.750 M	26	26	1,135
KY	17 P-T	.350 M	39	49	3,093
LA	3	1.0 M	40	48	3,093
MI	14	1.125 M	75*2	199*2	6,823*2
MO	Varies	.200 M	6	21	950
NC	9	2.0+ M	75	80	7,000
OH	26	5.0 M	75	110	48,000 (upgrade)
OK	7	---	24	26	1,920
SC	5	.635 M	77	77	3,793
TN	18	1.2 M	254	240	12,932
WV	1*3	.160 M	45	34	886

*1 plus 28 field consultants

*2 Many programs also conducted with voc ed funds for existing businesses.

*3 38 part time

Lloyd's survey also revealed that most states provide the following types of services to new and expanding industries: purchase supplies and materials; development of instructional materials; provide space and facilities; purchase equipment (except LA, TN and WV); OJT programs coupled with classroom training (except OH); programmatic supervision; technical assistance for program development and implementation; audio-visual services for instructional purposes' and selection, intake, testing and counseling (frequently in cooperation with CETA, DOL, or state job service agency). The following states also provide mobile units for occupational or classroom instruction: AL, FL, GA, MI, OH, SC and TN. Except for Florida, all states surveyed indicated that their staff personally contacts existing industries to determine if vocational education can be of assistance.

AVA Report: In testimony before the joint hearings of the House Subcommittee on Employment Opportunities and the Senate Subcommittee on Employment Productivity, Gene Bottoms, Executive Director of the American Vocational Association (1982), referenced a wide variety of "customized training activities" conducted in numerous states. Bottoms pointed out that in 1979-80, twenty-eight states conducted customized industry specific training under joint agreement between vocational educatior and a private sector employer for over 78,000 trainees (see appendix B for a complete listing of charts presented at the Joint Hearings on March 17, 1982).

Bushnell (1980) points out that most statewide job training programs supporting job creation efforts, involve state departments of education, and are linked horizontally and vertically with state and local business leaders, Chambers of Commerce, state and local community

development agencies and CETA prime sponsors. In general, the programs tend to be: short term in nature; tightly scheduled; small in number of trainees; customized to a company's specific requirements; provided at no cost or low cost to the company; (above) minimum federal standards for training and employment; and are a combination of on-the-job training with classroom and lab sessions.

CHAPTER III

CONSORTIA HISTORY AND DEVELOPMENT

Principal Actors

The Governor's office and the State Department of Economic and Community Development (DECD) have been actively involved for a number of years in aggressively soliciting companies to locate in Ohio. During the latter half of the 1970's companies were increasingly asking questions about the state's ability to provide training services and/or pre-trained potential employees. During this time the State Director of Vocational Education began to consult with the DECD regarding some of the training issues being raised by industrial/business prospects.

When it came time to develop training packages or accumulate information about training resources in a particular area of the state, the DECD often had difficulty determining which educational institution to contact at the local level for specific types of services. There was no readily available single contact point in an area that could be called upon to help coordinate training resources.

In 1979, with support from the Governor's office, both DECD and the Division of Vocational Education (DVE) identified a staff person to be responsible for the coordination of training program development between their respective agencies for economic development purposes.

Thus, in the fall of 1979 Dr. Charles B. Dygert was selected by DVE as Director of Educational Communication for Domestic and Foreign Business and Industry. Dr. Dygert was to work cooperatively with Mr. Michael Hobson, DECD's Deputy Director for Administration.

The DECD involvement has provided the needed entre' to business/industry top executives through contacts generated by the Governor's office and DECD - contacts generally out of the reach of most vocational education personnel working with local business/industry groups. This top-down thrust by DECD and the Governor have been invaluable to the development of the total Consortium process.

Working with local vocational educators, the DVE Communications Director devised a network of twenty-three local groups comprised of secondary school Vocational Education Planning Districts (VEPD's) and two-year technical and community colleges. The overall purpose of these groups was to serve as a local clearing house for economic development projects generated primarily through the DECD. Ultimately these groups became organized as consortia of local vocational-technical training institutions.

Local Chambers of Commerce were brought into the Consortia process from the beginning because of their recognized and active role in local economic development efforts. Chambers now play an active role in twenty-two of the twenty-three Consortia.

Both DECD and DVE have provided funding coordination for the individual and state-wide Consortia process with active support from the Governor's office. In 1981 the State Legislature provided line-item budgetary support earmarked for training projects with new and expanding industries as coordinated and developed through the Consortia.

Support for the Consortia has grown across the state since 1979. The Governor, the legislature, DECD and the Department of Education have all contributed leadership, staff and financial support to the development of the Consortia.

Purposes and Objectives

As stated by Governor Rhodes, "In Ohio, we assign top priority to business development. The Ohio Department of Economic and Community Development, in cooperation with all state agencies, is eager to help you locate or expand a facility that will operate at a profit."

In reviewing the role of vocational education in economic development in Ohio, Dr. Byrl Shoemaker (1979), Ohio State Executive Director for Vocational Education, made the following points:

> ...the Ohio DECD in its efforts to attract industry to Ohio, and to better serve Ohio industries, has engaged in a formal cooperative arrangement with the DVE, Ohio Department of Education.
>
> This relationship is intended to communicate to Ohio business and industry information concerning services available to assist in Ohio worker training. This same service availability will be made known to industries contemplating location in Ohio.

As the twenty-three Consortia became formally organized, each adopted a Constitution and By-Laws. The purpose of the Consortium and its objectives are frequently stated in the following pattern: (Toledo - Northwest Ohio Consortium Constitution)

> The purpose of the Consortium shall be to encourage the cooperation of business, industry and education for the economic stability and growth of the Northwest Ohio Area.
>
> The objectives of the Consortium shall be:
>
> a. To provide specific training opportunities for: new business and industry; expanding business and industry; existing business and industry.

b. To assist in locating trained personnel.

c. To work in a flexible manner to serve the educational and training needs of business and industry.

In a very brief period of time beginning in mid 1979, the DVE and DECD agreed in principle to the development of the Consortia, secured funding for a leadership position in each group, organized the state into twenty-three Consortium districts, and began to develop and fund projects cooperatively in the various areas.

The first funded project was with the Miami Valley Consortium for a training program with the Chevrolet Division of the General Motors Corporation. A full-time on-site training coordinator was hired in March, 1980 to work with GM staff in the coordination of state and local training resources. In the initial phase of the project over 3,000 employees took 40-80 hours of training (in training centers established in each plant) as preparation for assignment to either the truck assembly division or the diesel engine plant respectively (Automotive News, 1981).

The GM project coordinator assisted with the development of video tape programs, coordination of in-school training, teacher certification, printing of thousands of training manuals, selection of training equipment and resources, coordination of fiscal reporting procedures, selection of outside professional trainers and development of other reporting and accountability processes. As stated in Dayton Magazine (Nov/Dec 1981) "GM's investment is more than capital. The transformation process includes an employee training program geared to operate these new facilities and develop a non-traditional management style and employee relationship."

The organization, implementation and supervision of the massive GM training project set the stage for the future of the Consortia movement and established its credibility with a variety of state leaders.

As of March 9, 1982 a total of sixty-one projects, involving fifty-six separate companies and over 51,800 employees, had been approved by DECD and DVE with a total state investment of over $4.6 million (appendix C provides a complete list of projects).

CHAPTER IV

ORGANIZATIONAL ELEMENTS

Start-Up Activities and Leadership

In the fall of 1979 the Director of Communication for Business and Industry met with local vocational education directors at a statewide Ohio Vocational Directors Association meeting. The Consortium concept was explained and the structure that had been developed in the Toledo area was presented. In Toledo, with early leadership from the Toledo Chamber of Commerce, educators and business leaders organized their institutions into a pattern designed to promote and to make available their training resources to local business and industry.

The meeting with local vocational directors resulted in the organization of the state into twenty-three compatible areas based on convenient Vocational Education Planning District (VEPD) geographical and communication patterns (see appendix D for a map of Consortium Districts). The vocational directors from each of these areas agreed to return to their locales and begin to organize themselves and other related economic development organizations and training related institutions into a Consortium of training resources.

Using the Toledo group as a model, Dygert (1979) recommended that each Consortium of cooperating Vocational Education Planning Districts (VEPD) relying heavily for initial leadership on the VEPD superintendents and vocational directors, utilize the following plan of action for initial organizational purposes:

- o Meet with representatives of each VEPD to finalize geographical make-up of the Consortium.
- o Select an interim chairperson to serve as a developmental leader and select a recording secretary.
- o Develop an inventory of vocational/technical facility resources.
- o Prepare a communication document for distribution to the business/industry community that highlights training facility resources (see appendix E for examples).

Dygert (1979) also recommended that business representatives should be involved in reviewing the proposed communication document and its impact on the community. Recognizing the value of Toledo's linkage with its area Chamber of Commerce, Dygert encouraged local Consortia to seek the support and to encourage the participation of local Chambers of Commerce in their organizations. In the case of Toledo the local Chamber became the central contact point for business and industry with the Consortium. The resulting contacts relative to training needs are thus directed through the Chamber to the regular meetings of the Consortium members for disposition. As Dygert (1979) indicated, "This arrangement may be important since many of the contacts relative to training and training assistance are directed to the Chamber of Commerce and other business associations."

During late 1979 and early 1980 vocational/technical leaders across the state became actively involved in organizing the twenty-three Consortia. Generally, early meetings to establish geographical territories and membership involved institutional chief executive officers (CEOs) who in turn frequently delegated the actual Consortium

developmental activities to their respective vocational and adult directors and deans. The philosophical support and initial organizational involvement of the various institutional CEOs was critical to the early development of the Consortia.

Membership

Initial Consortia memberships targeted secondary VEPDs as previously mentioned. Once the local secondary institutions were involved, Consortia began to contact other local institutions and organizations concerned with providing training services, engaging in economic development activities and/or providing linkages with the business/industry community regarding membership in the Consortium.

A natural group to involve in the individual Consortia as previously noted in the Toledo model, was the local Chamber of Commerce. Early in the development process the Ohio Chamber of Commerce took a positive position on the Consortia (see appendix F) and encouraged their local affiliates to support the movement in their areas.

Another major group that became involved with some of the Consortia was the local Comprehensive Employment and Training Act (CETA) prime sponsor, and the local Private Industry Councils (PICs). Due to their involvement with training activities and frequent relationships with vocational/technical institutions, their integration with the local Consortia movement was readily established.

Membership in each Consortium is generally spelled out in the organization's Constitution. As might be expected, numbers and kinds of member groups vary considerably. There is no standard requirement or mandate for the membership composition of an individual Consortium.

However, each Consortium must have an officially approved Constitution and By-Laws on file with the DVE, which identifies the composition of that Consortium's membership.

Strong Chamber of Commerce involvement is a very important ingredient for success in most Consortia. This close involvement provides many opportunities for the Consortium Director to become informed about local economic development efforts because of the Chamber's generally proactive role in this area in most communities. Additionally, the Chamber is able to provide the Consortium Director with an entre to many business leaders that would otherwise be difficult to acquire. Due to the Chamber's acceptance by the business community, it behooves the Consortium to develop a close relationship with this very important organization.

An important membership relationship with area development directors from public utility companies has been successfully established in several Consortia. These individuals are closely linked with efforts to attract new and expanding businesses into an area and can provide valuable contacts for the Consortium Director.

Two-year post-secondary insittutions are located in most of the Consortium service areas throughout the state. The addition of post-secondary technical training resources to the arsenal of services offered by a Consortium is a very important component. In most areas, community, general and technical colleges and two-year branch campuses of state universities have been included in Consortium memberships.

Further linkages are occurring in some areas through the incorporation of additional groups into the Consortia membership: e.g. Ohio

Bureau of Employment Services (OBES), Personnel groups, local economic development agencies, and representatives of business and industry.

One group that appears not to be represented in the membership of most Consortia is organized labor.

Table 2 on the following page presents a statistical review of the frequency of membership of various groups in the twenty-three Consortia. Appendix G provides an analysis of membership by Consortium.

TABLE 2

Frequency of Consortia Membership of Selected Institutions, Agencies, Groups, etc.

Group	Case Study Sites (N=5)		Balance of Consortia (N=18)		Total (N=23)	
	N	%	N	%	N	%
Joint Vocational School	5	100%	18	100%	23	100%
Chamber of Commerce	4	80%	18	100%	22	95.6%
Indiv. School District	4	80%	16	88.9%	20	87.0%
Technical College	3	60%	13	72.2%	16	69.6%
University Branch Campus	4	80%	9	50.0%	13	56.5%
Economic Dev. Group	2	40%	6	33.3%	8	34.8%
Ohio Bur. Empl. Services	2	40%	5	27.8%	7	30.4%
Community College	0	--	7	38.9%	7	30.4%
CETA Prime Sponsor	2	40%	5	27.8%	7	30.4%
Business/Industry	3	60%	3	16.7%	6	26.1%
Private Industry Council (PIC)	0	--	6	33.3%	6	26.1%
4-year College or Univ.	2	40%	3	16.7%	5	21.7%
Public Utility	4	80%	1	5.6%	5	21.7%
Local Government	1	20%	3	16.7%	4	17.4%
Vocational Compact	1	20%	1	5.6%	2	8.7%
Professional Association	1	20%	0	--	1	4.4%
Agric. Research & Develop.	0	--	1	5.6%	1	4.4%
Labor Organization	0	--	1	5.6%	1	4.4%
OTTO*	--	--	--	--	--	--

* Ohio Technology Transfer Organization (OTTO) representatives are shown as not holding membership in any Consortium. However, approximately 43% of the Consortium Directors indicated that an OTTO representative attends their monthly meeting either regularly or occasionally. Additionally, OTTO staff members are often represented simultaneously by a two-year post-secondary institution.

Financial Considerations

Funding of Consortia operations was a paramount question from the initiation of the concept. It became very apparent in the early development stages of the program that at least one full-time staff person would be required to handle the various aspects of the Consortia if they were to become viable organizations. Recognizing this need, Ohio's Executive Director of Vocational Education, Dr. Byrl Shoemaker, stated (1979):

> "Since leadership for training services and communication between education and the business community are the ultimate goals of the Consortium arrangement, identifying an individual. . . to implement that role will be important to the success of the venture. Consideration can be given, therefore, to establishing a leadership position to represent the Consortia in the geographical area of the cooperating VEPDs. State support for such a position could be structured as suggested in the following example:
>
> Vocational Consortium Supervisor
>
> Leadership funding - $7,500* depending on A,B, or C rating."

*Later increased to $8,000

Seed money for the development of local Consortia was thus made available. The task of providing additional funds for operational purposes was left up to local Consortia. At least two Consortia were successful in obtaining funds from a local CETA prime sponsor. During 1980 the SDE and DECD, with direct support from the Governor's office, worked cooperatively to seek out additional funding sources. Ultimately a proposal was submitted to the Ohio Department of Administrative Services - Special Grants Office for 1% Linkage Programs, requesting funds to support a director for each of the twenty-three Consortia. The proposal was approved and by October 1, 1980, funds

were available to support the hiring of the individual directors. Thus, by combining SDE and 1% Linkage Program funds, a total of over $29,000 was made available to each Consortium for the fiscal year October 1, 1980 through September 30, 1981.

Obviously this funding was extremely critical to the implementation of the Consortia beyond a paper or volunteer organization. With a full-time director on board the Consortia could move forward.

Present and future funding patterns are viewed as a serious concern facing the Consortia as they attempt to meet their established goals.

In the Case Study Sites most persons responding to the Questionnaire felt that their Consortium was adequately funded. The balance of Consortia respondents showed a 40% agreement, while the majority of Consortia Directors (63.6%) did not feel that adequate funding was available (see Table 3).

TABLE 3

FREQUENCY OF RESPONSES TO THE STATEMENT THAT THE CONSORTIA ARE ADEQUATELY FUNDED TO MEET THEIR STATED GOALS & OBJECTIVES

Respondents		Yes	No	Uncertain
Case Study Sites	(N = 63)	52.4%	19%	28.6%
Balance of Consortia	(N = 195)	40.0%	28.7%	31.3%
Consortium Directors	(N = 23)	22.7%	63.6%	17.4%

Additional and future funding for Consortia operational support will continue to be a major concern, especially in view of current economic conditions and state and federal budget recisions and reductions until a firm financial base can be established.

Consortium members and Directors surveyed ranked the need for greater funding either first or second (see table 4) in response to the question "The Consortium's effectiveness in 1982 could be most improved by: (selecting the three most important items from the list provided).

TABLE 4

IMPORTANCE OF ITEMS NEEDED FOR IMPROVING CONSORTIA EFFECTIVENESS IN 1982 AS RANKED BY CONSORTIUM MEMBERS AND DIRECTORS

Item	Case Study Site Members	Balance of Consortia Members	Consortium Directors
More Bus./Ind. Contacts	2	1	2
Greater Funding for Projects	1	2	1
Implementation Projects	4	3	3
Building Ties with Economic Power Structure	3	4	4
More & Better P-R	5	5	5
Greater Chamber Support	6	6	6
Improved Cooperation	7	7	7

While some Consortia provide in-kind support for office operations, a major problem frequently involves acquisition of appropriate secretarial and clerical assistance. For example, one CD must take his typing to a vocational center several blocks from his office. Another

had to acquire an answering system to record his calls when he was away from the office. Many CDs share secretarial services with a variety of other people, making it very difficult to always acquire needed correspondence on time. Confidentiality of information also becomes a problem in many of these same situations.

VEPDs acting as fiscal agents are also expressing concern regrading accounting services costs, especially in situations where numerous or sizeable projects have been funded. Currently the VEPD fiscal agent must absorb all costs connected with writing purchase orders, performing accounting functions and generally accepting responsibility for the various required clerical services and fiscal supervision.

State Department of Education and Department of Economic and Community Development Leadership

Top level state leadership has been critical to the formulation and implementation of the Consortia movement in Ohio. The State Department of Education - Division of Vocational Education, and the Department of Economic and Community Development, supported and encouraged by the Governor's office, have obtained backing from the State Legislature and their respective departments in the form of staff and funds (operational and project).

Working cooperatively the two departments have provided regular on-site contact with Consortium Directors as well as regularly scheduled state-wide meetings. Training sessions for CDs have been extremely important as the whole Consortium concept is in a state of rapid evolution and development.

State staff have also provided direct leadership in working with other state level groups such as the state Chamber of Commerce, the Department of Labor's Bureau of Apprenticeship and Training, and the Bureau of Employment Services.

SDE and DECD staff also work directly with CDs in the development, approval and implementation of training projects.

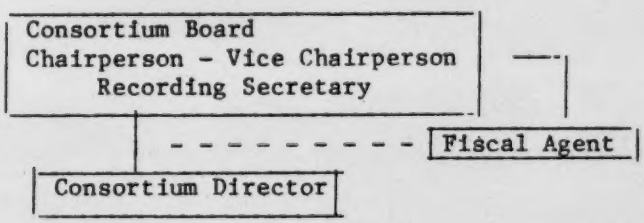
DVE and DECD staff have been the glue that has brought the entire Consortia project together on a statewide basis. Working cooperatively, local leadership groups, Consortium boards, and state staff leaders have brought about the organization of the twenty-three regional Consortia to assist with the coordination of vocational-technical training resources for local and statewide economic development purposes.

CHAPTER V

DAY-TO-DAY CONSORTIUM OPERATIONAL PRACTICES

Organization Structure

The Constitution and By-Laws of the twenty-three Consortia establish the official membership for the organization. Generally, each member organization is represented on the Board of the Consortium with one vote. The Board selects one person from its members to serve as Chairperson. Some Consortia also select a vice-chairperson. Frequently the duties of corresponding secretary are delegated to the Consortium Director. The Consortium Director (CD) is directly responsible to the Executive Board, is selected by them, and serves at their direction.



In conducting his/her official activities, the Director is ultimately responsible to the Executive Board. As a practical matter, however, regular day-to-day activities may be supervised by the agency that houses the Director. Payroll matters, daily attendance and travel reports for example, are generally coordinated through this agency, which may or may not be the official fiscal agent for the Consortium.

In addition to the Executive Board, the CD coordinates many of his/her activities with the procedures and practices that have been established by the DECD and SDE/DVE. These state agencies sponsor monthly meetings for all Consortium Directors. Effective practices are shared and directions and techniques for developing local projects are reviewed. Local operational problems and methods are also commonly shared. All projects are ultimately approved for local implementation by both state agencies.

Thus, the basic organization structure of the Consortia is fairly simple. The Consortium Director reports directly to the Executive Board which is comprised of representatives of the various member institutions. Technical assistance and statewide coordination is provided through the combined efforts of the State Departments of Economic and Community Development, and Education-Division of Vocational Education.

Office Operation

Consortium offices are generally housed either in an educational facility or in a Chamber of Commerce (or other related type of organization) office. Statistically, of the eleven Directors housed by educational institutions, nine are in a Joint Vocational School, one is in a technical college and one is a county board of education. Of the remaining twelve Directors, nine are located in a Chamber of Commerce office and the other three are housed by a local economic development type organization. In one case, however, the Director, while identified with a Chamber location, operates primarily out of his home due to the size of his district.

Regardless of location, the Director's office serves as a central contact point. The main job of the Director - developing and coordinating training programs - requires that the majority of his/her time be spent working directly in the community. It is, however, important for the Director to have access to a variety of office services including: clerical, duplicating, telephone and mailing.

As projects are approved it is also necessary to provide fiscal services through a local educational institution. The Director works with the local fiscal agent to develop standard accounting procedures that are congruent with accepted practices. It is the responsibility of the Director to approve the budget and requested expenditures and to coordinate these with the fiscal agent and the project recipient. This insures a smooth flow of funds in accordance with the project budget as approved by DECD/SDE-DVE.

The Consortium Director also coordinates the regular meetings of the Executive Board. All twenty-three Consortia meet once a month, which appears to be quite adequate as noted by Consortium members (97.5% agreed that one meeting per month was appropriate). Community contacts are reported, pending and proposed projects reviewed, and special requests from business and industry are introduced. Thus, Consortia members are regularly informed about the activities of the Director by attending the meeting or through the distribution of the minutes. The monthly meetings also provide a forum for Consortium members to discuss mutual concerns and problems - a setting that does not exist in any other format on a regular state-wide basis.

Membership Participation

As previously noted, each Consortium establishes its own membership beyond the local educational institutions. Thus, the Consortia have a variety of types of members including Chamber of Commerce, two-year post-secondary institutions, joint vocational schools, business/industry groups, Comprehensive Employment Training Act (CETA) and Private Industry Council (PIC) groups, public utilities, local governmental bodies, individual school districts, Ohio Bureau of Employment Services offices (OBES) and others.

The most active participants is Consortia meetings are representatives from joint vocational schools, Chambers of Commerce, technical or community colleges and individual school districts. Agencies or groups that regularly attend Consortium meetings, as reported by Consortia Directors are shown in Table 5.

TABLE 5

FREQUENCY OF ATTENDANCE AT CONSORTIUM MEETINGS BY REPRESENTATIVES OF VARIOUS ORGANIZATIONS (AS REPORTED BY CONSORTIUM DIRECTORS)

Joint Vocational School	100%	Local Econ. Dev. Agency	34.8%
Tech/Community College	91.3%	Business/Industry	34.8%
Chamber of Commerce	91.3%	OTTO	26.1%
Individual School District	69.6%	OBES	21.7%
CETA	43.5%	Public Utility	21.7%
Private Industry Council	39.1%		

All twenty-three Consortia have direct links with the business community through a Chamber of Commerce and/or a local economic development related organization (e.g. a public utility, or a municipal office). Additionally all Consortia have representation from the local secondary and two year post secondary institutions that lie within their service area.

In addition to working with the business community, a primary role of the CD is to communicate with the educational institution members as well. He/she must become familiar with their on-going programs and available resources to be capable of coordinating and directing requests to the appropriate sources.

In summary, the CD has to be able to develop effective working relationships with his/her member institutions, the business/industry community, the respective state departments, and his/her local host agency. A prodigious human relations effort is required, therefore, in addition to adaptability to a variety of working environments and skill in communicating with individuals at all levels of responsibility.

CHAPTER VI

MARKETING TECHNIQUES

Overview

The new Consortia Directors were all faced with an immediate common problem: "How can I best inform the business community about the Consortium and its purposes?" One of the first tasks that each new Consortium addressed even before hiring a Director, was a tabulation of the training resources available through its member institutions. These data provided a major source of information for the newly appointed Directors to use as they began the job of promoting Consortium services in their area.

A variety of public relations methods have been utilized by the twenty-three Consortia. When Consortium members and Directors were asked to list what they felt were the two most effective communication techniques with business and industry that had been employed by their Consortium, the methods were identified by frequency of mention as indicated in Table 6 on the following page.

TABLE 6

MOST FREQUENTLY IDENTIFIED EFFECTIVE
BUSINESS/INDUSTRY COMMUNICATION TECHNIQUES

Most Effective Techniques	Case Study Site Members		Balance of Consortia Members		Consortium Directors	
	Rank	N	Rank	N	Rank	N
Personal Contact by the C.D.	1	47	1	137	1	17
Brochures	2	11	2	36	--	--
Media	3	9	5	16	4	4
Telephone	4	8	--	--	--	--
Chamber Publications, Contacts	4	8	3	26	2	7
Group Presentations	--	--	4	24	3	5
Mailings	--	--	--	--	5	3

Many of the most highly ranked items shown in Table 6 are closely related. In making personal contacts (most frequently mentioned technique) with business/industry organizations for example, CD's will frequently send a letter to the company along with the Consortium brochure, follow up with a telephone call to make an appointment to see the appropriate person, and make a presentation to one or more individuals in the company during the on-site visit. Additionally, contact persons are frequently identified by the Consortium Directors through Chamber of Commerce sources.

Business/Industry Contacts

As shown in table 6, all groups identified personal contact by the Consortium Director with business/industry personnel as the most effective method of communicating with business and industry. Many of the other methods of promoting the Consortium are closely related to the techniques previously stated. In addition, other public relations methods assist with name recognition such as: news media coverage; Chamber of Commerce publications; general mailings; presentations before civic or professional groups; word of mouth; and promotional activities by individual Consortium members.

In some cases the Consortium Director will make contacts based on referrals from a variety of sources. Initially though, most Consortium Directors have developed activity through "cold calls." A "cold call" is generated strictly through the initiative of the Consortium Director.

In making cold contacts with appropriate business people, the Consortium Director will generally complete the following steps:

1. Determine which firms to contact. This may be first organized on a county by county basis, or by segmenting companies based on number of employees. Coordination with local and area Chamber of Commerce offices is important regardless of the method used to identify contact points. In many instances the local Chamber will have company listings available by size, area, volume of business and type of business.
2. Once a contact person has been identified, generally the Chief Executive Officer (CEO) of the company, an introduc-

tory letter is mailed accompanied by the Consortium's brochure and other related information. In some instances a survey form has been enclosed (See appendix H for examples of letters, enclosures and survey forms.)

3. Follow-up is made several days after the letter has been mailed with a personal telephone call to determine the level of interest in potential services offered by the Consortium and to arrange a personal conference if appropriate.
4. Often the letter will filter down from the CEO to the training department or other appropriate person and that individual will contact the Consortium Director personally.
5. Once a personal appointment has been arranged, the CD needs to become knowledgeable about the products or services marketed by the organization prior to the visit. Potential areas of assistance can also be explored by requesting that the contact person respond to a brief survey form. Frequently an area of need will be noted during the initial contact regarding setting an appointment.

Consortium Directors utilizing the "cold contact" method indicate that while the process is time consuming, it has resulted in numerous positive contacts that have generated proposals as well as referrals to existing programs offered by Consortium members. In addition, Directors indicate that a personal contact is far superior to any other method of generating awareness, understanding and involvement. Frequently, contacts with one industry lead to contacts with and referrals to others.

Directors also report that many companies are at first skeptical that funding and resources are actually available for their use. Through personal contact this general lack of knowledge about vocational/technical services and state funding resources is overcome and cooperative relationships are established.

As the Consortium Director expands his/her contacts in the community and as the local Consortium receives publicity through the media, through presentations to various groups, and through the implementation of projects, more contacts will be generated from the "field" either directly or by referral. Referral contacts are generated as the credibility of the Consortium itself, and the Consortium Director, grows. The Director must continue to meet with various organizations, groups and institutions in the community to explain the role of the Consortia and the services that it can offer.

Most communities have a variety of groups concerned about and actively engaged in economic development activities. The CD must seek out these individuals and groups and develop a working relationship with them. The end result has proved to be positive. DCs have reported a variety of situations where they have been called in to work with a company on the basis of a referral by a local economic development group.

The job of informing various "publics" about the Consortium will require continuous effort by the CD. Many groups remain to be informed. Table 7 gives an indication of major groups to be contacted and informed as identified by various Consortia members and Directors. Although no particular group or type of organization was overwhelmingly identified,

Table 7 lists those most frequently mentioned as shown by questionnaire responses from the case study sites, the balance of Consortia and Consortium Directors.

TABLE 7

MOST FREQUENTLY MENTIONED GROUPS THAT NEED TO BE MADE AWARE OF CONSORTIUM ACTIVITIES

Case Study Site Members	Balance of Consortia Members	Consortium Directors
Business/Indus. Org.	Bus./Indus. Organizations	Bus./Indus. Org.
Civic/Service Groups	Professional Associations	Civic/Service Groups
Labor Organizations	Labor Groups	Gov't. Econ. Development Agencies
Economic Dev. Agencies	Ohio Bureau Emp. Svcs.	
	Civic/Service Groups	Secondary Schools
	Econ. Dev. Groups	

All three groups recognized the need to continue to develop contacts and relationships with all types of businesses in the local community. Information also needs to be disseminated to a number of community based organizations or clubs. Consortium members also included labor organizations in their listing.

Brochures, Mailings and Media Contacts

A variety of techniques is being utilized by the Consortia to support the individual contact method employed by most Consortium Directors. As previously mentioned, most Consortia have developed a brochure for use in their region. Mailings have been made to local companies. The Chamber of Commerce has used its publications to promote the Consortia. Local media have been utilized to publicize the local program

and the Consortia Director has made presentations to various civic, service and professional organizations. Table 8 shows the extent to which these activities have been incorporated across the state as reported by the Consortium Directors.

TABLE 8

% OF CONSORTIUM DIRECTORS REPORTING USEAGE OF VARIOUS PROMOTIONAL METHODS

Promotional Method	% of Consortia Directors Reporting Use of the Method
News Media Coverage	95.6%
Chamber of Commerce Publications	91.3%
Up-to-date brochure	82.6%
Civic, service club presentations	82.6%
Mailings to Companies	56.5%

A variety of kinds of brochures have been developed for local use. Appendix E includes several samples as previously mentioned.

A statewide brochure has recently been developed and is now being used as a model for local promotional brochures. Local and state brochures act as a compendium of information for use by area businesses. The purpose and goals of the Consortia are identified, along with the local contact person.

As reported by CDs, local Chamber of Commerce offices frequently inform their members about the progress of the Consortia through membership publications. This is an excellent tool that helps promote the Consortia, increase its credibility and improve its name recognition in the business community. Some samples are included in appendix I also.

While the various news media are utilized to highlight Consortium activities, a number of CDs feel that they are not a lasting factor in promoting the efforts of the Consortium. A variety of news articles have appeared across the state and some samples are included in appendix I . In addition to newspaper articles, some interrelated articles have appeared in various journals with respect to specific training projects that have been implemented.

Additionally, some Directors have used the electronic media to promote the organization of the Consortia via a press conference. Others have appeared on talk shows and TV business forums.

The challenge of informing a variety of groups and individuals about the Consortia will never end. Both internal (Consortium members) and external groups will need to be continually updated about new and developing Consortium activities and projects. (Appendix J includes some samples of related advertisements that have appeared in various publications promoting industrial development incentives in various out-of-state locations.)

CHAPTER VII

DEVELOPING A TRAINING PROPOSAL

Business/Industry Eligibility Criteria

To qualify for special project funds through the Department of Economic and Community Development (DECD) as authorized by H.B. 694, an expansion of the work force must be documented by the company for whom a proposal is being submitted. A total of at least ten permanent full-time equivalent jobs must be created by the company's activity - either as a new facility or as an expansion of an existing operation. DECD funds supplement Department of Vocational Education allocations for instructional hour reimbursements and, in addition, may provide support for such training related costs as the purchase of training equipment, instructional supplies, development of audio-visual aids, and may defray up to 50% of the cost of special training program consultants.

The primary concern of DECD is to be able to measure the economic impact of a new or expanding company by examining its dollar investment in facilities, its base level employment prior to expansion, and the projected number of new, full-time equivalent employees to be added. DECD gives priority status to funding projects for industrial manufacturing and assembly operations. Service-type operations are generally excluded from support over and above standard vocational instructional hour reimbursement, except in special circumstances involving unique training needs.

In contacting companies and explaining proposal requirements and funding possibilities, the Consortium Director must be cautious in his/her initial discussions until it is apparent that a company meets the above criteria for special project funding status. Even then, final authority for project apporval rests with the respective Sate Department directors (DVE and DECD).

Since a major role of a Consortium is that of an active participant in cooperation with other local and state economic development groups in attracting new and expanding industries to Ohio., the focus of the remainder of this chapter is directed toward this task and the processes necessary to secure state funds to support the employee training components of these projects.

Types of Training Services

One of the important aspects of the Consortium Director's job is to become knowledgeable about the various educational resources that can be developed for use in business and industry training programs. The Consortium Director (CD) must be aware of the various training services that can be provided by each of the educational institutions within the Consortium, and also of resources available through the state agencies. The next task requires the ability to convert and/or coordinate these resources to meet the training needs of various types of business/industry situations.

The following specific forms of training assistance can be provided (excerpted from an undated and unsigned paper provided by the Toledo-Northwest Ohio Consortium Director titled, "Ohio's Industrial Training Programs"):

Specific Training Assistance

1. Training Coordination: Where the size of a training program warrants funding will be provided for a person who will conduct on-site coordination of the training program between the company and local and state educational agencies.

2. Manufacturing Process and Plant Engineering Review: For companies involved in retooling or other major alteration of their manufacturing process, Ohio can assist by helping the work force understand the change. Not only will the State train or retrain employees to do their specific jobs, but the course is designed to give each employee an overview of the entire manufacturing process and where his/her particular job fits in. Significant productivity gains can result. The development of training materials, including video tapes and orientation manuals, is a part of the State's responsibility in this training process.

3. Supervisory Training (Management Development): Ohio underwrites the cost of management development programs involving all levels of management, including the cost of training employees selected by the company to serve as management development personnel. The training of these leaders, who will in turn train in-plant management personnel, can be done on-site or at a facility designated by the company, if the company does not have its own training resource.

4. Industrial Process Review: Ohio will assist industry in the development and implementation of modern management techniques designed to increase employee productivity and company allegiance. Such a program includes orientation activities plus specific training for management members who will implement the concept. The management training may include an appropriate training package to be used with employees on-site.

5. Training of Present Employees (Hourly and Semi-Skilled): Training can be provided to upgrade present employees or to provide new skills for those working in semi-skilled or unskilled positions, either during hours when the empllyee is being paid or in off-hours, providing the workers are not producing material or services that go into commerce during the training period. A maximum per-hour reimbursement rate is established by the State. Instructional staff may come from the public vocational centers or from the company itself. For instruction provided at the work site by employees of the industry or business, the instructor can be retained on the company's payroll and the company reimbursed for his or her instructional time. Any instructional salary paid beyond the maximum rate will be the responsibility of the company.

6. Orientation and Training of New Employees: Experience suggests the value of an orientation program for new employees involving the use of video-taped descriptions or hands-on orientation activities. The state provides funds for a reasonable period of orientation for such new workers.

7. Skill Training (Including Apprenticeship): The leadership and facilities of Ohio's area vocational and technical schools are available for short or long-term skill training of new employees or for upgrading the skills of present employees.

8. Instructor Training: Ohio provides training for instructors selected by the company to carry out either the on-site training of present employees or other supervisory or technical training the company may need.

9. Assessment: Assessment programs can be designed for a). present and potential employees for skill upgrading possibilities, or b). for recruiting, assessing and training new workers, with hiring at the employer's discretion.

Educational Support Services

1. Software Training Assistance: The State of Ohio will provide financial assistance for the development of audio-visual aids and instructional materials when such items are essential for the orientation and training of new employees. Vocational education centers in the area or other nearby publication resources may be utilized by a company to reproduce workbooks and training manuals for new employees. "Software" assistance may include video tape production, instructional aids, workbooks and training manuals, models, etc.

2. Facilities and Equipment: Depending on the scope of the instruction program needed and the facilities available within a reasonable distance of the plant or office, several types of facilities can be made available. In most cases where classroom space is not available in the plant, vocational or technical resources are available within a short distance and can be scheduled for the company's use. However, in the exceptional cases where this is not possible, the State will bring protable classrooms to the plant site. Where classroom space is available within the plant or office, the state can equip and furnish classroom facilities and provide audio-visual equipment on a loan basis for the duration of the training period.

3. Contractual Training Needs: When specialized training on equipment or procedures is necessary for the success of a new or expanding operation, and adequate training resources are not available within the company or local vocational or technical training centers, the state will provide 50 percent

of the cost of contractual training services, as agreed upon between the state and local agencies and the business or industry to be served.

When working with local companies, the Consortium Director has to be aware of the existing local and State training services, keep up to date on new ideas and training methods and be alert to creative and innovative uses of facilities, resources and personnel.

Preparing a Training Proposal

A number of very important steps must be completed in the process of preparing an acceptable proposal document for submission to the SDE and the DECD. There is no required standard operating procedure or established project format demanded by either state agency. After reviewing current practices that have resulted in funded projects, the following steps in preparing a proposal have been identified:

STEPS IN PREPARING A TRAINING PROPOSAL

Step 1	Conduct a needs assessment
Step 2	Identify needed educational support services
Step 3	Select the training provider(s)
Step 4	Establish an implementation timeline
Step 5	Develop a proposed budget
Step 6	Identify the fiscal agent
Step 7	Submit proposal to SDE/DECD

Up to this point in his/her contacts with a particular company, the Consortium Director has been acting primarily as a training resource or development salesperson for the local community, promoting the benefits and resources available for effective company human resource development. Once a company identifies its training needs, the Director becomes the consultant for the preparation of a specific training proposal.

STEP 1 - Conduct a Needs Assessment.

Who needs to be trained? For how long? These are just a few of the basic questions that the Consortium Director and the company seeking the training must answer. One method of arriving at the needed conclusions is to return to the eight types of specific training assistance that can be provided as identified in an earlier section of this chapter to include:

1. Manufacturing process and plant engineering review
2. Supervisory training
3. Industrial processing review
4. Training for present hourly and semi-skilled employees
5. New employee orientation and training
6. Skill training
7. Instructor training
8. Employee assessment

One effective method of gathering this information is through a "Proposal Information" survey as developed by R. Thomas Scherer, Consortium Director in Toledo. Scherer provides the company with a description of each of the eight assistance areas and asks that the following information be provided for each as needed:

Course Name	Number of Trainees	Hours of Training

An additional source of needs assessment expertise is also available through the State Department of Education's Trade and Industrial Education materials laboratory located at The Ohio State University. Thomas Hindes, the materials lab director, has done a considerable amount of work in vocational program course of study development and in task analysis, expertise that is invaluable in determining what type of training is needed.

The Consortium Director must work very closely with the company during this step, calling for additional assistance from state and local sources as needed.

STEP 2 - Identify Needed Training Services.

In order to provide the necessary training, a variety of educational support services may be needed. As previously noted, these services can be categorized as follows with examples as shown:

Software development:

- Course of Study construction
- Video tape training presentations
- Instructional aids (mock-ups, simulations, models, charts, posters, etc.)
- Training manuals
- Work sheets
- Lesson plans

Facilities, equipment and supplies:

- Utilization of existing school labs and shops
- Portable classrooms/on-site training facilities
- Specialized equipment
- Instructional supplies

Instructional supplies

Training modules

Classroom furniture

A-V equipment (such as VTR, overhead projector, tape recorder, slide projector)

Contractual Training:

Training classes provided by outside consultants, equipment vendors and others for highly technical or specialized course offerings.

In addition, staff developmental time is a legitimate item to include in the final proposal package for the preparation of such essentials as course outlines, training manuals and visuals.

Step 2 will, in effect, identify all of the resources needed to support the effective implementation of each course offering or training activity.

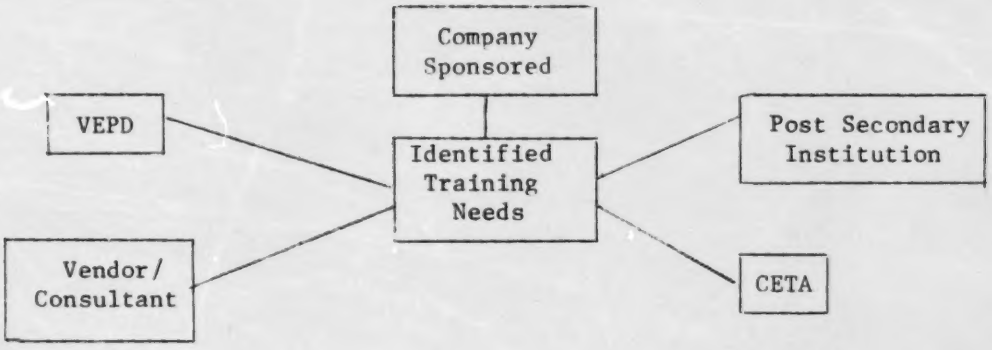
STEP 3 - Select the Training Provider(s).

After the training needs and educational support services have been identified, the next major step to be taken is to determine who can best provide the necessary resources to accomplish the objectives of the training program.

The primary actors in this stage of proposal development include the company and the Consortium Director. The training may ultimately be provided by: the company itself; a secondary vocational education district; a CETA prime sponsor; an outside consultant or equipment vendor; a two- or four-year post-secondary institution; or some combination of the above, as depicted in Figure 1.

FIGURE 2

Sources of Training



The Consortium Director plays a very important role at this point. Because of his/her knowledge of the capabilities and resources of the various local institutions, the Consortium Director can help the company decide how best to select from the available training provider systems. Early in this step the company should determine whether it will do all or part of the training in-house, seek outside assistance, or both.

If the company chooses to seek outside assistance for all or part of the training program, the Consortium Director becomes the primary contact point to coordinate this selection process. In come cases, because of past experience, a company may prefer to work with only a specific school, and so directs the Consortium Director. Otherwise, the Director has the responsibility to solicit proposals to provide the requested training from his/her Consortium members. In some situations, only one institution may be contacted because of its special expertise, facilities, or quite commonly because of its proximity to the company.

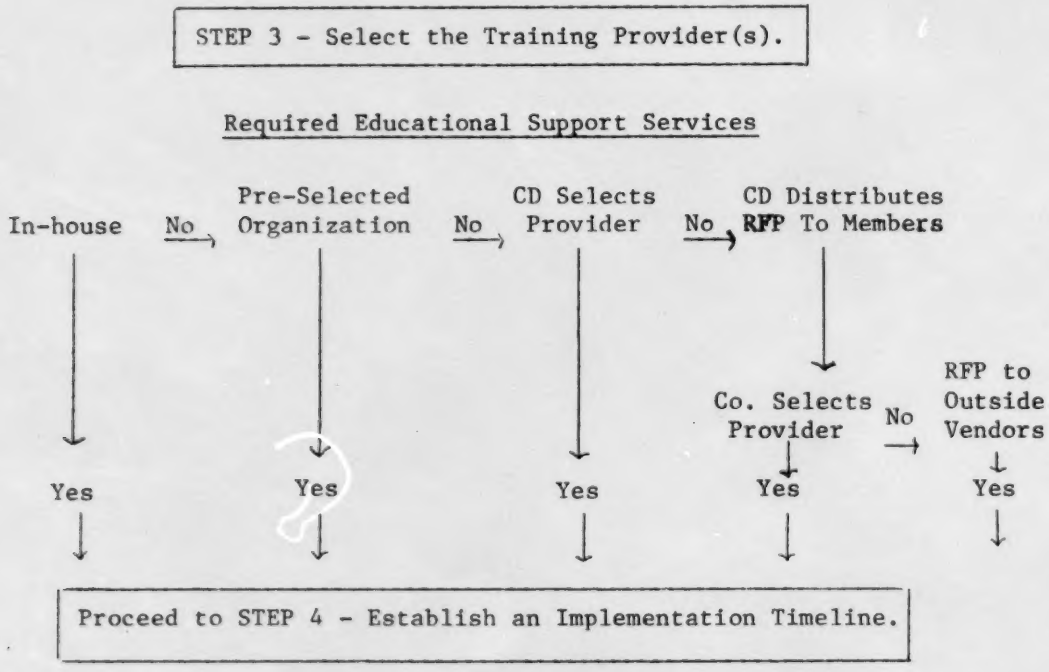
Frequently, however, the Consortium Director may ask all member institutions to respond to a "request for proposals." In this case, each organization has the opportunity to compete for and provide the

training that it is equipped to offer. The Director assembles all proposals for review by the company. The company then decides which group or groups it feels can best provide the training it is seeking. Cost estimates for each training component are also included as part of the RFP response for consideration by the Consortium Director and the company.

Figure 3 depicts the flow of the decision-making process in arriving at the most appropriate response to the question, "Who will do the training?"

FIGURE 3

Decision Making Process for Selecting the Training Provider



As can be seen from Figure 2, a number of resources may be utilized to provide the desired training. Any single source, or a combination of sources may be selected to implement the program depending

upon available resources and company policies and decisions. If more than one Consortium member institution is capable of providing the training, it is up to the company to make the final selection, based upon the presentations of the organizations as well as financial considerations. In some cases schools compete with private consultant organizations for training projects.

The next important step in the planning process is to establish an activities timeline.

STEP 4 - Establish an Implementation Timeline.

Having established the training needs, required educational support services, and the training provider(s), the Consortium Director, the company and the training organization(s) need to develop cooperatively a timeline for the implementation of the program.

The basic functions of this activity will result in a compilation defining the following data:

1. Tasks to be accomplished to meet the various training objectives or goals.
2. Identification of persons, departments etc. responsible for completing the various tasks.
3. Establishment of completion date goals for the various tasks by the departments, persons, etc. involved.

The coordination of this process results in a much clearer picture of what has to be done, who has to do it, what resources are required, and by when in order to accomplish the overall goals of the training project.

The delineation of these items will also assist in the final evaluation of the process and the persons, organization etc. involved in comparison with the stated goals and objectives of the various components of the total training package.

One organization has used the form shown in Figure 4 to develop such a timeline.

FIGURE 4

Project Timeline

Goal(s)	Tasks	Responsible person, Department	Target Date

Using the needs assessment results, each group involved in providing the educational support services prepares its own timeline. All timelines are then organized into a master chart. This system allows input from a variety of sources resulting in a more highly integrated and coordinated final plan of action with a more balanced workload. Time and staffing problems are also more likely to be identified through this process, plus a clearer picture is also painted of who is responsible for what and by when. For example, it may quickly become quite clear that in order to conduct a twenty hour training class in hydraulics for 300 new employees by the target date that the existing in-house staff will not have time to teach the classes, resulting in a need for additional trainers. If the timeline had not been prepared, this problem may have gone unnoticed and unbudgeted. Thus, it is important to develop the timeline as completely as possible before preparing the budget.

STEP 5 - Develop a Proposed Budget.

The next step in the proposal development process, is the creation of the budget.

Working together, the Consortium Director, the company, and the training provider(s) have to develop cost estimates for each of the following major expense categories for each type of training to be offered:

Direct instructional costs (hourly)
Software development
Facilities, equipment and supplies
Contract training
Training coordinators

The Consortium Director will frequently do most of the legwork for this step, gathering data from the schools, the State Department, the company, outside vendors, and other Consortia, to arrive at final cost estimates. The more work to be done by training providers other than the company itself, the greater is the involvement of the Consortium Director.

Completeness of data for any of the steps will in some cases depend on the amount of lead time available for the development of the proposal. In some instances, it may not be possible to detail all budget categories, resulting in a basic total cost estimate that is used as a maximum expenditure figure.

Costs are controlled in some cases by the SDE or DECD. For example, a fixed dollar figure per instructional hour has been established to reimburse trainer costs. Costs over this amount are the responsibility of the company. Also, some costs are not currently approvable, e.g.,

trainee stipends, costs of equipment used to produce products for commerce, and costs of project administration incurred by the fiscal agent.

In general, the more detail that can be provided the better. Improved cost control results as well as more complete documentation for later cost benefit analysis and evaluation purposes.

STEP 6 - Identify the Fiscal Agent.

The final step in the project development process before submitting the proposal to the SDE/DECD involves the identification of one of the local educational institutions as fiscal agent for the project. Directors initially will contact the treasurer, comptroller, and others in the district in which the project company is located. Duties of the fiscal agent include: providing appropriate accounting services, writing purchase orders, disbursing project funds, submitting appropriate fiscal reports to SDE/DECD, coordinating SDE opening and closing reports for classes conducted in-house by the company, approving contracts with outside consultants and vendors, and in general maintaining accurate and up-to-date budget account balances and providing other accounting services as needed.

At the present time, there have been no funds provided to support the costs incurred in the budgetary supervision of the project by the fiscal agent.

Throughout the course of the project the Consortium Director coordinates budgetary expenditures and reporting procedures between the company, the fiscal agent and the SDE/DECD. If a project coordinator is hired, he/she is also regularly involved in coordinating budgetary matters.

STEP 7 - Submit Proposal to SDE/DECD.

Again, the Consortium Director, working closely with the company and training provider(s) is responsible for compiling the final project for submission to the SDE and DECD for funding consideration. The final document generally contains the following major components:

I. Project Rationale

(new or expanding company, reason for training, company investment, number of new employees, etc.)

II. Instructional Needs

Specific Training Needs
Educational Support Services
(Identify projected costs for each item for each training course or function)

III. Project Coordination

(Depending on size of program)

IV. Budget Summary

There are presently no standards or criteria in place that require any evaluation or cost-benefit analysis procedures to be included in the project proposal.

CHAPTER VIII

PROJECT APPROVAL AND IMPLEMENTATION

Securing Project Approval

After a project proposal is submitted to the State Department of Education, the Consortium Director generally continues to monitor its progress. The Director of Business and Industry Communication in the Department of Vocational Education (DVE) reviews the project prior to submitting it to the Department of Economic and Community Development.

Upon submission of the proposal to the DECD the following points are examined:

- Does the business qualify for assistance (is it a new or expanding organization and does it meet the minimum number of persons to be trained)?
- Are the specific items requested for funding approvable?
- Are the requested expenditures relevant to the goals of the project?
- Are the projected costs reasonable and within stated reimbursement rates, if any?
- What is the timeline for the project - specific beginning and ending dates?
- What is the dollar amount of the company's investment in the project?

The total review process is designed to be completed within three to five weeks. However, most Consortium Directors maintain a close watch on the movement of the project through the system to ensure that no undue delays occur because of a lack of information or clarity regarding any item contained in any of the project's component sections. By so doing the Consortium Director can supply missing data when they are needed or clarify any questions about project specifics.

The DVE Director approves components of the project fundable by his department as does the Director of the DECD. Both follow criteria for approval as established by their respective departments. A project may or may not be eligible for funding from either or both departments.

Implementation Processes/Activities

Fiscal Agent

When project approval is secured, the Consortium Director must immediately set up proper procedures and budgets with the previously identified fiscal agent. It is very important that a clear line of authority over the project budget be established from the start. The fiscal agent must of course operate the project according to established state approved accounting procedures. Authority for approving expenditures related to the project should fall to the Consortium Director within the limits of the project proposal as approved by SDE/DECD.

A close working relationship with the fiscal agent's staff must be developed to insure a smooth flow of project funds. Authorization for expenditures not identified in the proposal must be secured from the SDE/DECD by the Consortium Director. It is the role of the Consortium Director to monitor all fiscal affairs relating to the project,

including establishing the process for reporting training class data. This facet of reporting generally is delegated to the adult or continuing education supervisor. Appropriate opening and closing class reports (VE-21 and VE-22 forms respectively) are coordinated through the adult supervisor's office, with assistance in securing data provided by the Consortium Director.

As project implementation begins, it is very important for the project timeline to be reviewed and updated with everyone concerned. Additional tasks will be identified and delegated to specific departments or persons. The Consortium Director breaks out those items for which he/she is responsible and sets about coordinating the resources necessary to accomplish the identified tasks.

The remainder of this chapter highlights activities that have been performed by Consortium Directors or project coordinators in delivering training services as part of an approved project. The lists are not intended to be complete but they will point out the wide number of tasks that the Consortium Director and/or project coordinator can be called upon to accomplish.

For purposes of analysis the tasks have been listed under two main headings: special training assistance; and educational support services.

Special Training Assistance

The following activities, duties and coordinating services have been performed by Consortium Directors and project coordinators:

- Secure vocational certification for company employed trainers.
- Identify or suggest needed training classes.

- Review course outlines and requests for training classes.
- Identify/recruit institutions to develop specific training classes.
- Identify outside vendors/consultants to provide technical/managerial training.
- Recruit teachers to provide on-site instruction.
- Coordinate RFP's from member institutions with company management.
- Conduct and/or coordinate resources to conduct task analyses.
- Help formulate training objectives.
- Provide appropriate linkages with the Ohio Bureau of Employment Services, CETA, PICs and others.
- Coordinate assessment of trainees, or those in need of training.
- Conduct or coordinate resources for train-the-trainer sessions.
- Seek technical assistance from SDE/DECD for special training problems.
- Observe training classes and instructional techniques (evaluate and recommend changes when appropriate).

Educational Support Services

o Software development:

- Provide guidance, resources and specialists to assist with course of study development.
- Develop RFPs for assistance with production of video training tapes.
- Coordinate development of video taped training programs.
- Secure resources to provide art work and duplication/printing services for training aids and manuals.
- Coordinate printing, collating and distribution of training manuals.
- Visit other project sites (in and/or out-of-state) to gather ideas and resources for effective training programs.
- Coordinate payment authorizations and reporting procedures with the fiscal agent.
- Document instructor hours for reimbursement purposes. Set up appropriate reporting procedures between the company, the fiscal agent and SDE/DECD.

o Facilities, equipment and supplies:

- Coordinate utilization of in-school sites (hours, rooms, transportation, supervision).

- Assist with identification of on-site training facilities.

- Coordinate development of special training facilities (e.g. portable classrooms, and mobile facilities).

- Select/recommend special training equipment for loan, purchase or lease).

- Coordinate the selection, purchase, movement, installation, maintenance and monitoring of classroom furniture and other equipment owned by the state.

- Supervise budget requests and expenditures for furniture, equipment and supplies to avoid waste, duplication of resources, purchase of site-specific only equipment, and to control levels of spending in line with the project budget.

- Maintain accurate inventories.

- Coordinate purchase requisitions, orders and payment authorizations with the fiscal agent.

o Contractual Training

- Secure and evaluate vendor/consultant proposals for training services.

- Coordinate contract and payment processes with the fiscal agent.

- Identify state and national sources for assistance in solving site-specific training problems (e.g. the Ohio State University T & I Materials Lab, the National Center for Research in Vocational Education, related state and local agencies and services).

o Other Services

- Provide tours of training sites for SDE/DECD representatives, Consortium members, other companies, etc.

- Recommend utilization of continuing education programs offered by Consortium members.

- Identify other training needs and resources beyond the scope of the approved project.

- Coordinate local publicity releases.

- Maintain accurate records of the project during the various stages of implementation for use in the development of future projects.

- Keep all Consortium members informed about the status of the project.
- Evaluate the effectiveness of the various training providers services.

Frequently, the Consortium Director will heavily involve local vocational directors and adult supervisors in coordinating many of the previously listed activities. If an on-site project coordinator is included in the project, many of the items listed will fall under his/her domain.

Summary of Approved Projects

Through early March of 1982, a total of sixty-five projects involving sixty different companies had been approved by SDE/DECD (see appendix C). With an investment of over $1,240,000 by the SDE Division of Vocational Education, and over $3,359,000 by the DECD. Fifty-four thousand one hundred and forty jobs were impacted by the projects. The average cost for each job affected is approximately $85 of SDE/DECD funds. In addition, four on-site coordinators have been hired to supervise large projects approved for major industries (Rockwell International, Grumman Flexible, and Chevrolet Moraine projects). One of these coordinators also provides management coordination for all on-site coordinators.

Projects vary in size and complexity from a single training class for as few as three trainers at a cost of $660 to the $581,000 project for the GM Chevrolet Moraine program that will ultimately train 6,000 manufacturing employees. The largest project in terms of total number of employees directly affected is the GM Lordstown effort designed to

train over 10,000 employees. The Rockwell project in Columbus is projected eventually to involve over 7,500 new workers.

Examples of other projects are shown in Figure 5.

FIGURE 5

Approved Training Projects, 1981-82

Location	Company	Total	Costs Voc Ed.	DECD	Job Impact
Toledo	AMC Jeep	$580,000	$ 96,011	$ 343,247	4,200
Wooster	Am. Augers	24,882	12,441	12,441	54
Lancaster	Arvin/Diamond Elec.	4,034*		1,000	60
Hudson	Chem. Assoc.	232	232	--	3
Columbus	Columbus Auto Parts	7,226	363	2,000	820
Cinn.	Cont. Dutch Cocoa	10,000	2,500	2,500	11
Upper Sandusky	Cont. Hydraulic Hose*	83,382	12,441	38,211	77
Marion	Eaton*	86,488	2,244	2,744	30
Akron	Goodyear Aerospace	13,706	1,716	12,056	
	Jeno's *	270,750	16,596	125,625	1,200
Chillicothe	Mead Paper	82,394	18,029	64,365	300
Youngstown	Packard Electric *	224,263	23,540	62,330	1,800
Portsmouth	Shawnee Shoes	1,320	660	660	6
Waverly	Wolverine Aluminum	11,440	11,440	--	30
Wapakoneta	M-S Enterprises	3,301	1,200	1,190	30

*Total project cost includes the company contribution

Source: State Department of Education March 9, 1982

As can be seen from Figure 5, projects are being developed in all sectors of the state for a variety of companies. While the GM, Rockwell and other large projects are frequently cited, they by no means are representatives of the variety of projects that are being implemented statewide. In addition to funded projects, a number of other proposals have been submitted for approval and more are being developed currently by local Consortia Directors.

One major trend has emerged out of all the projects approved thus far - the vast majority of training called for in the proposals is being done onsite as opposed to being located in the various schools and colleges represented by Consortium member institutions. Much of the training being offered is short-term, highly site-specific and/or extremely technical in nature. Company trainers, consultants and/or equipment vendors are providing the majority of face-to-face instruction in the company's facilities.

CHAPTER IX

THE FUTURE

An Optimistic Outlook

The positive responses to a series of items in the Consortium Questionnaire distributed to Consortium Directors and members gives every indication that a solid base of support exists for continued development of the total system.

Consortium Directors and members feel that the Consortium can play a strong role in the assessment of regional training needs (91% of Consortium Directors [N=23] and 90% of Consortium members [N=259]* responded positively).

Seventy-four per cent (74%) of the Consortium Directors [N=23] and 80% of the members [N=26] believe that the Consortium can effectively assist with the development of entrepreneurship programs in the community.

Ninety-six per cent (96%) of the Directors [N=23] and 81% of the members [N=254] responded positively to the statement that the Consortium will have a positive impact upon the community's ability to retain existing business and industry.

* A total of 261 questionnaires were returned by Consortium members. However, not all respondents completed all questions. Thus, when referring to Consortium members, N may be less than 261.

One hundred per cent (100%) of the Consortium Directors [N=23] and 95% of the membership [N=260] agreed that secondary and post-secondary educational institutions can work together to better serve business and industry.

When asked where the Consortium will likely have its greatest impact in providing services, the general Consortium membership felt that services for upgrading or retraining projects for persons already employed would be most important. Directors ranked upgrading/retraining projects second while giving first priority to expansion activities with existing organizations. As shown in table 9, both groups ranked new job/industry development activities third and assessment and screening of prospective employees fourth.

TABLE 9

Where the Consortium Will be Most Likely to Have its Greatest Impact In Providing Services as Ranked by Consortium Directors and Members

Areas of Service	Rankings	
	Cons. Directors	Members
Employee Upgrading/Retraining	2	1
Expansion programs	1	2
New job/industry projects	3	3
Assessment and screening	4	4

When asked how the Consortium's effectiveness could be most improved in 1982, Consortium Directors indicated that greater funding

was most important and members ranked more contacts with business and industry as their number one priority. Rankings of other choices are shown in table 10.

TABLE 10

Methods to Improve a Consortium's Effectiveness as Ranked by Consortium Directors and Members

Methods to Improve the Consortium's Effectiveness	Ranking	
	Cons. Dirs.	Cons. Members
Greater Funding	1	2
More Bus./Ind. Contacts	2	1
Implementation Programs	3	3
Building close ties with the local economic power structure	4	4

Eighty-seven per cent of the Consortium Directors and over 78% of Consortium members ranked the overall potential of their Consortium for participation in local economic development activities as good or excellent as shown in table 11.

TABLE 11

Rating of Consortium Potential for Participation in Local Economic Development Activities

	Poor	Fair	Good	Excellent
Directors [N=23]	--	13%	43.5%	43.5%
Members [N=247]	4.9%	17%	54.2%	23.9%

Finally, 87% of the Consortium Directors and 65.7% of the Consortium members rated the overall effectiveness of their Consortium to date as good or excellent as shown in table 12.

TABLE 12

Overall Consortium Effectiveness as Rated by Consortium Directors and Members

	Poor	Fair	Good	Excellent
Directors [N=23]	8.7%	4.4%	60.9%	26.1%
Members [N=245]	8.6%	25.7%	44.9%	20.8%

Economic Development Variables

Other reports have recently focused on a number of the variables or conditions that impact on productive economic development activities. They are briefly summarized in the following paragraphs.

In a National Center for Research in Vocational Education publication titled Sharing Resources: Postsecondary Education and Industry Cooperation (Warmbrod et al, 1981), the authors identified and summarized a set of eleven guidelines for working collaboratively with industry:

1. There must be good, clear communication between key persons in industry and education.
2. Excellence in teaching is essential.
3. There must be institutional flexibility in meeting the needs of industry.

4. Programs offered must be of high quality.
5. Good, active advisory committees are important.
6. Education should have a quick response time.
7. There must be recognition of mutual need.
8. The support of administrators and faculty within the college is required to successfully serve industry.
9. Careful and thorough planning in each project is essential.
10. A clearly written agreement or contract helps achieve successful completion of joint endeavors.
11. There should be continued evaluation of the program to update and improve it.

(A complete description of each of the above points is contained in Appendix L.)

In 1980 David Bushnell (p. 60) identified a set of input and process variables that impact on state level job creation/development. He included such input variables as characteristics and attitudes of potential employees, quality of state and local leadership and incentive structure. In the area of output variables Bushnell listed degree of vocational coordinator involvement in job creation/development activities, number of business leaders actively participating in the program, and intensity of outreach efforts, among others, as being important process variables. He further identifies the potential of job development activities with the ultimate outcomes including expanded full and part-time employment and the distribution of income (see Figure 6).

FIGURE 6

FACTORS IMPACTING ON STATE LEVEL
JOB CREATION/DEVELOPMENT (JC/D)

Input Variables

- Characteristics and attitudes of potential employees (e.g., personality, skills, interests)
- Resources of federal, state and local economic development commission, voc. ed., CETA programs, etc.
- Business climate (e.g., quality of labor-management relations, etc.)
- Economic development potential (e.g., materials, capital, management, production technology)
- Training equipment, materials, and facilities
- Quality of state and local leadership
- Government (federal and state) employment policies
- Income distribution programs
- Incentive structures
- Current mix of business and industries
- Level of capital investment

Process Variables

- Degree of voc. ed. coordinator involvement in jc/d activities
- Number of other agency representatives and business leaders actively participating in program
- Type of service provided by program (e.g., training, education and work experience)
- Availability of in-service training for staff
- Number of links with state and federal agencies
- Level of authority delegated to person with responsibility for negotiating arrangements with private industry
- Number of contractual conditions to be met by business clients participating in jc/d program
- Intensity of outreach effort (e.g., publicity, number of contacts, site visits)

Immediate Outcomes

- Customized training offered trainees at a time and place convenient to them
- Effective cooperation among all agencies concerned evidenced
- Number of trainees placed in jobs
- Number of companies served

Intermediate Outcomes

- Improved economic climate leading to inmigration of new industry or retention and expansion of existing ones
- Stability of employment over time
- Net migration rate

Ultimate Outcomes

- Expanded full and part-time employment
- Distribution of income

Several other projects and reports present a variety of conditions that should be met for effective development and implementation of economic development activities. Nelson (1980) from Illinois, South Carolina's Garrison (1980), the Northeast-Midwest Institute (1979), Drawbaugh (1977) and Carole Kowle (1981) suggest ways to work cooperatively with business and industry. Each is recommended for study to provide the reader with additional insights and viewpoints on collaborative and economic development techniques.

CHAPTER 10

CONCLUSIONS AND RECOMMENDATIONS

The main purpose of this study was to identify successful operational procedures, guidelines and techniques for the implementation of the Vocational-Technical Resource Consortia program in Ohio. Data for the study were gathered from a questionnaire that was returned by all twenty-three Consortium Directors and two hundred sixty one (261) Consortium members, from on-site interviews conducted with the Director and selected members of five case study Consortia sites, and from interviews with various state leaders in the Ohio Department of Economic and Community Development and the Ohio Department of Education, Division of Vocational Education (DVE). The scope of the study was limited to a review of the various activities of Ohio's Vocational-Technical Resource Consortia, however, additional information was obtained through a review of the literature.

CONCLUSIONS

From the research in this study, it appears that Ohio's system of Vocational-Technical Resource Consortia is an excellent method for coordinating resources to help new and expanding businesses and industries solve their training problems. It likewise appears that the Consortia are being directly involved in local economic development activities and effectively assisting in efforts to attract new companies to the state and to retain existing ones. The coordination of Consortia

efforts with local and state agencies and organizations, in addition to business and industry, is essential for the success of the program.

The most successful Consortia operating procedures that have been in evidence to date are identified in the following conclusions and are classified according to (1) organization and administration, (2) marketing and communication strategies (3) training proposal development and (4) training proposal approval and management. Recommendations for improving, expanding and supporting the effective operation of the Consortia program are also presented under these same headings.

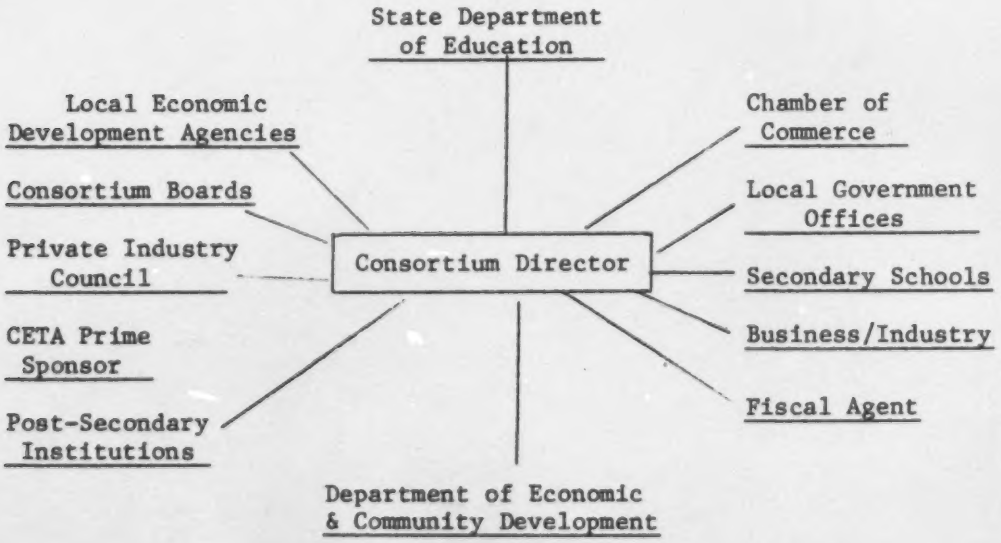
Organization and Administration

1. The Governor and the Governor's Special Grants Office, the State Legislature, the Department of Education and the Department of Economic and Community Development all support and provide funds for the Vocational-Technical Resource Consortia.

2. The Consortium Director is the central figure in the Consortia program and is:

   a. responsible for managine the total program of operations of the Consortium through the basic administrative functions of planning, organizing, directing, controlling and communicating.

   b. responsible for interfacing with a wide variety of institutions, groups and organizations (shown below), and dealing with individuals at all responsibility levels up to and including the Chief Executive Officer.



3. Most Consortium Boards include as members: joint vocational school districts, Chambers of Commerce, post-secondary institutions and local individual school districts.

4. Non-educational organizations represented in the membership provide a broader view of business/industry needs and provide additional credibility in the community.

5. All twenty-three of the Consortium Boards meet regularly, generally once a month, with minutes of the meetings being prepared for members and state agencies.

6. Chamber of Commerce involvement helps to provide credibility in the business community and entre to top level business contacts.

7. Involvement of related local economic development agencies frequently improves Consortium effectiveness.

8. Linkages with a variety of agencies are enhanced through various Consortium activities.

9. Coordination of training services is enhanced through the Consortium organization.

10. In some communities, an economic development focus including educational institutions has been established for the first time.

11. A common/neutral communication forum involving all area vocational-technical institutions is provided.

12. Educators are becoming more aware of and knowledgeable about their role in local and area economic development activities.

13. Most persons involved with the Consortia feel that they have a good potential for assisting with local economic development activities.

14. Most persons affiliated with the Consortia believe that they have been effective to date.

Marketing and Communication Strategies

1. The most effective method of contacting business/industry and the most frequently used is face-to-face on-site meetings by the Consortium Director.

2. Involvement of the State Department of Economic and Community Development provides additional local contacts and leads.

3. Business/Industry organizations and other community related groups are being informed relative to the existing and potential training resources that are available through local educational institutions.

4. Educators are being more accurately informed about new and emerging occupations, labor market trends and related training needs.

5. Consortia prepare and distribute up-to-date brochures that describe their resources and services.

6. Chambers of Commerce include information about Consortium resources and activities in their publications.

7. Consortium Directors make presentations about the availability of training resources to many local groups and organizations.

8. Local news media are utilized to provide coverage of various Consortium activities.

9. Informational mailings are made to local companies, Chambers of Commerce and economic development agencies.

Training Proposal Development

1. Most project proposals are generated through individual contacts by the Consortium Director.

2. Proposals can presently be developed only for new or expanding businesses or industries.

3. A standard format and criteria for proposal development have been recently developed (see Appendix M).

4. Business/Industry prospects have become much more aware of local training resources.

5. Most Consortium Directors and members feel that the Consortium can play a strong role in the assessment of regional training needs and with the development of entrepreneurship programs.

Training Proposal Approval and Management

1. The state budget includes a specific line item for the support of approved training projects.

2. The ability to successfully implement a wide variety of projects across the state has proved to business/industry that Ohio is serious about supporting the training needs of new and expanding industries and has the resources to do so.

3. Most proposals call for on-site training that is short-term, highly site-specific, and/or frequently technical in nature.

4. Company trainers, consultants and/or vendors are providing the majority of face-to-face instruction at the Company's facility.

5. The role of the fiscal agent is critical to the overall functioning of the project.

6. Educators are recognizing the need for greater flexibility and the development of expertise in advanced, site-specific training.

7. A closer relationship has been developed between training providers and training receivers resulting in improved cooperative attitudes.

8. Business/industry is developing a better understanding of the educational resources available in Ohio.

9. Project recipients frequently develop an increased awareness of additional training needs within their organization, providing the potential for future training support from local educators.

RECOMMENDATIONS

Organization and Administration

1. The State General Assembly should:

   a. continue to provide special funds for training programs for business and industry through the Consortia program;

   b. expand the criteria for approvable projects to include training essential for the retention of a business/industry in the state; and,

   c. establish a permanent funding base to support the management costs of the local Consortia.

2. The Consortium Director should:

   a. be selected on the basis of having the essential skills to provide the leadership and management of the basic administrative functions of planning, organizing, directing and communicating involved with a wide variety of institutions, businesses/industries, organizations and individuals;

   b. carefully articulate activities with local adult/continuing education staffs in member institutions to avoid duplication of effort,

   c. be regularly evaluated by the Consortium Board.

3. A greater commitment to economic development activities and the unique training needs that tie in with these efforts should be

made by the Boards, top administrators and faculties of the local educational institutions.

4. The Consortium membership should represent all local educational institutions and related economic development agencies, including Chambers of Commerce.

5. Direct involvement of more business/industry representatives on Consortia Boards should be considered as a means for developing a broader base of support in the local community.

6. The regional organization of the twenty-three Consortia should be evaluated regularly for efficiency and effectiveness of operation.

7. Consistent operational policies and guidelines should be developed at the state and local levels in an effort to reduce/eliminate dual standards and/or interpretations.

8. A closer relationship between state level vocational and post-secondary administrators should be encouraged, supported and coordinated.

Marketing and Communication Strategies

1. The temptation to oversell the ability of the Consortium to solve all the training needs of business/industry should be carefully monitored at all levels.

2. The Consortium Director should:

   a. further develop communications networks between Consortium members and decision makers in business and industry.

   b. develop and maintain regular channels of communication with institutional member boards and Chief Executive Officers.

   c. continue to meet personally with business/industry leaders to inform them about their Consortium's training resources.

   d. extend efforts to regularly inform and meet with all local agencies and organizations involved with economic development activities.

3. Greater involvement and improved communication with the state DECD economic development team should be encouraged.

4. Each Consortium should continue to utilize all available media to publicize its efforts, programs and available resources.

5. Individual schools should be prepared to develop training packages and market them to a particular company, sometimes in direct competition with commercial vendors.

Training Proposal Development

1. Consortium Directors should continue to develop skills in business/industry training needs assessment techniques to be able to make appropriate recommendations for training programs.

2. Educational institutions should develop the ability to be flexible enough and creative enough to provide the skills, managerial responsiveness and resources necessary to provide on-site, industry or job-specific training activities of relatively short duration at times and places chosen by the employer.

3. There should be a minimum amount of red tape and time involved in acquiring project approval.

4. Project proposals should have a clearly defined timeline of activities that identifies the goals of the projects, tasks to be completed, responsible persons or groups and completion date targets.

5. For efficient and effective project implementation and management to be attained, proposals and agreements should spell out the training needs and resources required as completely as possible.

6. A central source of expertise should be considered to act in a consultant capacity for needs assessment purposes and for the development of training packages in new and/or emerging technologies or managerial techniques, e.g. robotics, fiber optics, programmable controllers, Computer Aided Design/Manufacturing systems, employee participation models, and job redesign systems.

7. The role of state consultants in the development of local projects should be carefully managed so they do not downplay the expertise of local educators and Consortium Directors.

Training Proposal Approval and Management

1. The roles, responsibilities and authority of the state Division of Vocational Education and Department of Economic and Community Development, local educational institution administrators, and Consortium Directors should be more clearly delineated in all aspects of Consortium and project administration.

2. A complete system of project monitoring and evaluation standards should be developed and documented to include analyses of cost-benefit ratios, productivity improvement, worker satisfaction, total number of jobs actually retained or created and evaluation and documentation of actual training classes/sessions.

3. Educational agencies (state and local) need to further develop their policies, procedures and capabilities to be able to more effectively implement on-site training programs.

4. Authority and responsibility for approving project expenditures should be clearly defined with the fiscal agent at the start of each project by the state funding agencies.

5. Fiscal agents should be as flexible as possible in handling project finances.

6. Incentives for fiscal agent participation should be identified to help defray reasonable administrative and clerical costs. (E.g., First option to buy training equipment at the conclusion of a project, authority to invest project funds and use earned interest to cover overhead costs, opportunity to include staff in training opportunities included in the project, include a flat rate as direct factor in the project budget to cover overhead costs and develop an overhead cost reimbursement rate based on number of instructional hours provided.)

7. Project approval and cash flow timelines should be streamlined.

APPENDIX A

OHIO VOCATIONAL-TECHNICAL CONSORTIUM
STUDY QUESTIONNAIRE

Please return this Questionnaire to:

James E. Frasier
6690 Garber Rd.
Dayton, OH 45415

Stamped envelope included

OHIO VOCATIONAL/TECHNICAL CONSORTIUM STUDY QUESTIONNAIRE

Thank you for taking the time to complete this questionnaire.

1. Check the type of institution you represent on the Consortium: (check one)

____Chamber of Commerce
____Local Development Agency/ Organization
____Technical College
____University Branch Campus
____Community College
____Business/Industry
____Bureau of Apprenticeship and Training
____Consortium Director
____Joint Vocational School
____Individual school district
____Private Industry Council
____CETA Prime Sponsor
____OTTO
____Labor Organization
____Ohio Bureau of Employment Services
____Other (please identify):
_____

The following groups of questions related to a wide variety of Consortium activities and organizational practices and procedures. Your individual responses will be held confidential. Questionnaire responses will be classified as they fit into one of the above categories. Please respond to all questions from your perception of the item at this time:

Circle your Y (Yes), N (No Opinion) or U (Uncertain) response to the following questions:

Y N U 2. Minutes of Consortium meetings are prepared and distributed to members after each general meeting.

Y N U 3. The constitution and by-laws of the Consortium were officially adopted by Consortium members.

Y N U 4. The Consortium is adequately funded to meet its stated goals and objectives.

Y N U 5. Membership in the Consortium has been approved by the chief executive officer or the board of each participating agency/organization.

Y N U 6. The Consortium has an up-to-date brochure that describes available services.

Y N U 7. The Consortium has made one or more informational mailings to area companies.

Y N U 8. The local Chamber(s) of Commerce has (have included information about the Consortium in its (their) publications.

Y N U 9. News articles have appeared locally describing Consortium activities.

Y N U 10. The Consortium director has been requested to give presentations to local civic groups.

11. Has "Turfmanship" been a problem in your Consortium? Y N U
If yes, what agency/organization, in your opinion, has been most protective of its "territory". (check one):

____ Business/Industry
____ PIC
____ CETA Prime Sponsor
____ JVS District
____ Two-Year College
____ Local school district
____ Chamber of Commerce
____ Other (please identify)

_____

Circle one response to each of the following statements:

SA-STRONGLY AGREE A-AGREE N-NO OPINION D-DISAGREE SD-STRONGLY DISAGREE

12. The geographical area served by the Consortium is appropriate.

SA A N D SD

13. Policies and procedures for Consortium organization and operation are clearly understood by Consortium members.

SA A N D SD

14. Adequate and on-going in-service training is being provided for Consortium directors.

SA A N D SD

15. Adequate information on funding sources for business/industry training projects has been disseminated.

SA A N D SD

16. The Consortium director's job description is clear and complete.

SA A N D SD

17. The selection process for the Consortium director was appropriately administered.

SA A N D SD

18. Office facilities for the Consortium director are adequate.

SA A N D SD

20. The Consortium director reports her/his activities completely and regularly to the membership.

SA A N D SD

21. The Consortium director meets on a regular basis with area agencies.organizations involved with economic development issues.

SA A N D SD

22. The Consortium director should seek out additional appropriate groups for Consortium membership.

SA A N D SD

23. All Consortium members have been adequately involved in and informed about Consortium activities.

SA A N D SD

24. The Consortium can play a strong role in the assessment of regional training needs.

SA A N D SD

25. The Consortium can effectively assist with the development of entrepreneurship programs in the community.

SA A N D SD

26. The Consortium iwll have a positive impact upon the community's ability to retain existing business and industry.

SA A N D SD

27. Secondary and post-secondary educational institutions can work together to better serve business and industry.

SA A N D SD

28. Check all organizations or agencies that regularly attend your Consortium meetings:

____ Technical or Community College

____ Ohio Technology Transfer Organization (OTTO)

____ Chamber of Commerce

____ Local Economic Development Agency

____ Private Industry Council

____ CETA Prime Sponsor

____ Labor Organization

____ Bureau of Apprenticeship and Training

____ Ohio Bureau of Employment Services

____ Joint Vocational School

____ Individual school district

____ Business/Industry Organization

____ Public Utility

____ Other (please identify): _____

29. How many times a month does the Consortium have a general meeting? _____

Is this adequate? Yes ___ No ___ Uncertain ___

30. The Consortium will likely have its greatest impact in providing services for: RANK IN ORDER OF IMPORTANCE, WITH 1 INDICATING THE HIGHEST IMPACT ITEM, AND 4 THE LOWEST.

____ New job/industry development activities

____ Expansion activities with existing organizations

____ Upgrading or retraining projects for persons already employed

____ Assessment and screening of prospective employees

31. When preparing a response to a request for services from an industry, the Consortium Director should: CHECK ONE

____ Submit a request for proposals to all member schools/colleges

____ Select schools/colleges nearest the industry to prepare proposals

____ Ask the company to identify the school(s) they would prefer to be involved with have them submit proposals

____ None of the above

32. Check the column which best indicates the regularity with which representatives of the following groups attend your Consortium meetings.

GROUP	Never	Occasionally	Regularly
Ohio Bureau of Employment Services	___	___	___
Dept. of Economic & Community Development .	___	___	___
Bureau of Apprenticeship and Training . . .	___	___	___
Ohio Technology Transfer Organization . . .	___	___	___
Private Industry Council	___	___	___
CETA Prime Sponsor	___	___	___
Labor Organization	___	___	___
Public Utility	___	___	___
Local Economic Development Agency	___	___	___

33. The Consortium's effectiveness in 1982 could be most improved by: (MARK THE TOP THREE: 1 - Most Important, 2 - Second Choice, 3 - Third Choice)

____ Greater Funding

____ More and better P-R

____ Greater Chamber of Commerce Support

____ Improved cooperation between educational institutions

____ More contacts with business/industry

____ Implementation programs

____ Building closer ties with the local economic power structure

____ Other (list) _____

34. In addition to instructional labs and shops, which of the following services do you feel that your Consortium can provide to business and industry? (CHECK ALL THAT APPLY)

____ Pre-employment screening and assessment
____ Supervisory training
____ Curriculum development
____ Instructor training
____ Trainee recruitment
____ Development of audio-visual instructional materials
____ Job analysis
____ In-plant instruction
____ Printing services
____ Evaluation of training programs
____ Selection of training equipment
____ Other (list) _____

_____

35. List what you feel are the TWO most effective communication techniques with business and industry that have been employed by your Consortiu.

1. _____

2. _____

36. List additional groups, organizations, agencies, etc., that you feel ought to be made aware of the role of the Consortium in your community.

1. _____

2. _____

3. _____

37. How do you rate the overall potential of your Consortium with respect to participation in local economic development activities?

____ Poor ____ Fair ____ Good ____ Excellent

38. How do you rate the overall effectiveness of your Consortium to date?

____ Poor ____ Fair ____ Good ____ Excellent

39. As an individual member of the Consortium, check below all the economic development related agencies/organizations that you personally meet with on a regular basis either as a member or as a guest (identify which).

	Member	Guest
Chamber of Commerce Board	___	___
Mayors Council for Economic Development	___	___
Private Industry Council	___	___
CETA Prime Sponsor	___	___
Regional Planning Council	___	___
Other (list) _____	___	___
_____	___	___

APPENDIX B

CUSTOMIZED TRAINING CONDUCTED BY VOCATIONAL EDUCATION

Source: Statement before the Joint Hearings of the House Subcommittee on Emoloyment Opportunities and the Senate Subcommittee on Employment Productivity. Presented by Gene Bottoms, Executive Director, American Vocational Association, March 17, 1982.

CHART 6

CUSTOMIZED TRAINING
CONDUCTED BY VOCATIONAL EDUCATION
1979-80

(Industry specific training under joint agreement between vocational education and a private sector employer.)

State	Number of Trainees New and Retrained
Alabama	4,800
Arkansas	1,850
Arizona (Maricopa Co.)	500
Connecticut	539
Delaware	600
Colorado	200
Georgia	4,000
Illinois	1,159
Iowa	400
Kansas	900
Kentucky	1,600
Louisiana	3,100
Maine	438
Maryland	1,750
Michigan	521
Mississippi	4,702
New Hampshire	5,000
New Mexico	2,300
North Carolina	4,000
Oklahoma	3,726
Pennsylvania	2,912
Rhode Island	2,040
South Carolina	3,545
Tennessee	7,476
Texas	2,605
Vermont	350
West Virginia	7,317
Wisconsin	9,700

CHART 7

CUSTOMIZED TRAINING
PROVIDED BY VOCATIONAL EDUCATION IN
MINNESOTA

Industry	Number Trained	Program Cost
Dyna Technology	200	$ 80,000
Owatonna Tool Company	40	20,000
Rodgers Hydraulics	50	58,000
Dawnson Mills	35	20,000
Fond-du-Lac Mfg.	20	18,882
Wood Mfg.	20	12,400
Casting Inc.	10	6,000
Municipal Castings	10	6,000
Fond-du-Lac Mfg.	20	20,026
Crenlo	161	15,511
Bellanca Aircraft	48	15,995
Alberta Gas Chemical	25	6,000
Techna Corp.	10	1,268
Nordic Corp.	20	4,600
Polar Mfg.	30	6,000
Caffe de Nichelinis	45	669
Sterns Mfg. Co.	80	6,000
McDonalds	40	861
Scorpion Mfg. Co.	30 (est.)	10,000
Omark Industries	12	5,414
Schott Corp.	41	31,885
Jack Winter	200	100,000
Canby Mfg.	40	20,000
Rodgers Hydraulics	30	19,319
Brown Boveri	212	87,650
Polar Mfg.	25	8,300
St. Marys Hospital	51	24,900
Crenlo Mfg.	100	41,500*
All State Lawn Prod.	50	20,171
TOTAL:	1,655	$ 667,351

*Crenlo Mfg. went on strike right after this training was approved. Now they are experiencing lay offs. Little if any of this training money has been expended. At this time we do not know if it will be.

CHART 8

CUSTOMIZED TRAINING
CONDUCTED BY VOCATIONAL EDUCATION

Florida
1979-80

Company	Number Trained	Program Cost
Tropicana	146	$ 5,300
E-Systems	238	12,496
Norsk Hydro	100	6,573
Toms Foods	237	25,389
Aero Corp.	172	31,638

CHART 9

CUSTOMIZED TRAINING
CONDUCTED BY VOCATIONAL EDUCATION
Illinois
1979-80

Company	Number Trained	Program Cost
L.S. Heath, Inc.	9	$ 3,702
Components Corporation of America	20	12,618
Kal Kan, Inc.	120	21,016
Components Corporation of America	35	26,261
Anchor-Harvey Components, Inc.	80	66,059
R. R. Donnelley and Sons	50	8,415
Talley Industries - Westclox Division	22	11,966
Standard Grigsby, Inc.	28	14,909
H.C. Products Company	11	3,200
L. R. Nelson Corporation	14	14,205
Olney Apparel, Inc.	80	17,198
Stella D'oro Biscuit Company	35	5,738
Standard Grigsby, Inc.	120	55,029
Johnson Packaging Company	16	4,326
P.A. Bergner & Company	15	2,367
Ohmite Manufacturing Company	50	9,905
R. R. Donnelley and Sons, Inc.	50	8,697
Switchcraft, Inc.	50	8,898
Stella D'oro Biscuit Company	19	8,384
Interstate Lead, Inc.	100	29,403
Midland Mechanical, Inc.	8	1,787
Supermet, Inc.	25	8,106
St. Clair County Specialized Living Center	15	12,521
American Spring Wire	94	96,935
Carlisle Tire and Rubber Company	184	47,977
Union Frondenberg USA Company	60	20,882

CHART 10

CUSTOMIZED TRAINING
CONDUCTED BY VOCATIONAL EDUCATION
Maryland
1980

Company	Number Trained	Program Cost
Crisfield Garment	11	$ 7,630
Delmar Sportswear	65	10,164
Technitrol Electronics	101	47,762
Airpax Electronics	304	30,362
Consolidated Diesel	38	56,769
Firestone Plastics	62	48,945
Mid Atlantic Printing	60	46,038
Maintenance Mechanics	252*	12,000
Atlantic Cabinet	9	26,869
Biederlack Blankets	8	13,720
Diesel Mechanics	91*	4,992
Southern Maryland Print.	120*	129,782
Minitec Electronics	34	10,070
Beretta Sports Equipment	61	18,132
Lesney-AMT Hobbies	468	95,413
Kimble-Terumo Medical	73	17,127

*Regional program partly funded by ITSS and partly funded by the local education agency.

CHART 11

CUSTOMIZED TRAINING
CONDUCTED BY VOCATIONAL EDUCATION

Mississippi
1979-80

Company	Number Trained	Number Placed
Brentwood Originals,	135	76
Heil Manufacturing Company	60	55
Delta Wire	34	19
F.M.C.	4	4
National Filter Media	16	16
William Carter Company	130	130
Delta Dimension	25	18
Danly Machine Works	21	21
Cives Steel Company	40	34
Grand Gulf Nuclear Power Station	124	124
Holley Carburetor	48	48
Pay Line Product Distribution Company	98	97
Graham Furniture Company	50	50
Hawera Tool Manufacturing Company	28	28
Milwaukee Electric Tool Distribution Center	36	20
Du Pont Chemical Company	602	592

APPENDIX C

OHIO JOB TRAINING PROGRAMS; ACTIVE PROJECTS

JOB TRAINING PROGRAM

Active Projects: Department of Economic and Community Development
and
Division of Vocational Education

COMPANY/CITY	1981-82 TOTAL	PROJECTED COSTS VoEd	PROJECTED COSTS DECD	JOB IMPACT (N)NEW (R)RETAINED
A B Dick Lima	660	660	-0-	3 R
AMC Jeep* Toledo	580,000	96,011	343,247	4,200 R
AMC Jeep #2 Toledo	26,308	2,904	12,554	NA See #1
American Augers, Inc. Wooster	24,882	12,441	12,441	28 N 26 R
Arvin/Diamond Electronics* Lancaster	4,034	-0-	1,000	60 R
Bingham Mfg. Co. Toledo	14,400	12,000	2,400	300 R
[illegible]rborundum Logan	230	-0-	230	12 R
Chemical Associates Hudson	232	232	-0-	3 N
Chrysler Corp* Toledo	3,750	825	825	20 R
Clecon Columbus	4,720	1,710	1,710	53 N
Cleveland Machinists Cleveland	32,978	15,620	17,358	60 N
Columbus Auto Parts* #1 Columbus	7,226	363	2,000	820 R
Columbus Auto Parts #2 Columbus	3,299	867	1,182	N/A See #1
Conrail Columbus	49,280	49,280	-0-	300 N
[illegible]ntinental Dutch Cocoa* Cincinnati	10,000	2,500	2,500	11 N
Contntal. Hydraulic Hose* Upper Sandusky	83,382	12,441	38,211	42 R 35 N

JOB TRAINING PROGRAM

Active Projects: Department of Economic and Community Development
and
Division of Vocational Education

COMPANY/CITY	1981-82 PROJECTED COSTS TOTAL	VoEd	DECD	JOB IMPACT (N)NEW (R)RETAINED
Control Data Toledo	300,000	-0-	300,000	90 N
Di-Ela Photo Lab* Mansfield	3,359	456	1,452	5 N
Doehler Jarvis Casting Toledo	34,709	7,777	17,755	555 R
Eagle-Picher Toledo	52,784	7,584	44,399	150 N
Eaton* Marion	86,488	2,244	2,744	30 R
Forest City Dillon Stow	660	132	528	15 N 18 R
General Motors* Lordstown #1	180,789	40,000	100,000	7,000 R
General Motors* Lordstown #2	297,805	66,190	164,815	3,000 N 7,000 R
General Motors* Moraine #1	581,222	145,111	291,111	6,000 N
Contract with F. Darling	42,600	9,200	33,400	N/A
Gerstenslager Wooster	86,166	16,751	69,416	337 R 30 N
Goodyear Aerospace Akron #1	13,706	1,716	12,056	30 N
Goodyear Tire & Rubber*	83,870	23,644	30,745	500 R
Grumman Flxible Corp Delaware/Loudonville	242,200	106,000	136,200	2,500 R
HPM Corp* Mt Gilead	442,269	51,752	118,419	400 N
Hunger Toledo	100,000	20,240	79,760	300 N
Jackson Corp. Jackson	924	924	-0-	50 N

Active Projects: Department of Economic and Community Development
and
Division of Vocational Education

COMPANY/CITY	1981-82 PROJECTED COSTS TOTAL	VoEd	DECD	JOB IMPACT (N)NEW (R)RETAINED
Jeffrey Mfg. Columbus	23,288	11,750	11,538	500 R 1,250 N
Jeno's *	270,750	16,596	125,625	1,200 N
LGAM Mfg. Woodsfield	11,020	4,510	5,510	70 N 130 R
McDonald Welding* McDonald	24,464	6,270	1,344	90 N 30 R
M-S Enterprise Inc.* Wapakoneta	3,301	1,200	1,190	30 R
Marion Power Shovel* Marion	442,579	96,765	161,240	175 N
Marion Steel Company* Marion	176,087	43,743	108,643	300 N
Mead Paper Corp. Chillicothe	82,394	18,029	64,365	300 R
Merillat Ind. Jackson	264	264	-0-	230 R
Wheeling-Pit. Steel* Steubenville	16,000	3,300	3,300	39 R
Na-Churs Plant Food* Marysville	128,316	16,258	73,158	150 N
Natl Printed Circuits Norwalk	4,104	-0-	4,104	12 N
Nelson Stud Division*	4,500	-0-	2,200	38 R
New Boston Coke New Boston	2,200	2,200	-0-	6 N
Norwalk Furniture Norwalk	40,236	15,312	24,924	77 N
Packard Electric* Youngstown	224,263	23,540	62,330	1,800 R
Pre-Finished Metals* Walbridge #1	167,160	70,680	48,330	133 N

Active Projects: Department of Economic and Community Development
and
Division of Vocational Education

COMPANY/CITY	1981-82 TOTAL	PROJECTED COSTS VoEd	PROJECTED COSTS DECD	JOB IMPACT (N)NEW (R)RETAINED
Pre-Finished Metals* Walbridge #2	131,250	10,075	26,825	33 N
Ranco* Plain City	48,958	12,102	23,772	1,500 R
Ray-O-Vac Lancaster	121,753	3,850	117,903	403 R
Rockwell* Columbus	533,651	48,406	385,245	7,500 N
Rockwell Axle* Kenton	274,842	66,081	198,991	1,000 R
Saunder-Woodworking* Archbold	4,345	-0-	1,087	75 N
Schindler Haughton Toledo	7,200	3,600	3,600	300 N
Shawnee Shoes Portsmouth	1,320	660	660	6 N
Stewart Machine Gear Findlay	176	176	-0-	2 R
Teledyne* Toledo	86,227	41,226	41,726	318 N
Teledyne #2* Toledo	18,400	-0-	9,200	NA See #1
Thermo-Molded Plastics Kent	1,790	770	1,020	20 N
Wearever Aluminum Chillicothe	15,672	2,640	13,032	900 R
Westinghouse Lima	1,260	1,260	-0-	1,500 R
Wolverine Aluminum Waverly #1	11,440	11,440	-0-	30 N
Totals	6,274,232	1,240,278	3,359,320	54,140

The average cost for each affected job is approximately $99.00

* Total project cost includes the company contributions which is not reflected in the table.

APPENDIX D

OHIO VOCATIONAL-TECHNICAL CONSORTIUM DISTRICTS

OHIO VOCATIONAL - TECHNICAL CONSORTIUM DISTRICTS

022382

APPENDIX E

SAMPLES OF COMMUNICATION DOCUMENTS

APPENDIX F

CHAMBER OF COMMERCE MEMO

OHIO CHAMBER OF COMMERCE

Memo for Chamber Managers

17 S. High St., 8th Floor • Columbus OH 43215 • 614/228-4201 •

New Manpower and Economic Development Tool

CONSORTIUMS OF OHIO PUBLIC VOCATIONAL AND TECHNICAL INSTITUTIONS

Concerned Ohio educational and business groups have begun an intensive communication and coordinating effort to bring the vocational and technical education institutions of the state into a close planning and working relationship with local chambers of commerce interested in securing well-trained and productive employees for their members. The vehicles for this effort are committees or consortiums now in the early stages of development or presently being organized in 24 regions throughout Ohio. (See attached table for listing of current consortium arrangements.)

The key contact and organizer in this consortium activity is Dr. Charles B. Dygert, Ohio Director of Vocational Education Communication for Domestic and Foreign Business and Industry, Room 907, 65 South Front Street, Columbus, Ohio 43215, (614) 466-3430. Dr. Dygert believes the main reason for development of the consortiums is a strong interest in making Ohio's public vocational and technical system a meaningful contributor to the economic well-being of the community, state and nation.

With this purpose in mind, the Ohio Department of Economic and Community Development recently engaged in a formal, cooperative arrangement with the Division of Vocational Education of the Ohio Department of Education. One result of this relationship was the creation of the 24 consortiums, whose prime task is to bring to Ohio companies information concerning services available to assist in Ohio worker training, and in turn to have the business community keep the

educational institutions up-to-date on the realistic manpower needs in various job classifications.

Dr. Dygert has indicated that, as the consortium activity has grown, local chambers of commerce have been most enthusiastic in providing positive inputs to these regional efforts, and in many cases have assumed leadership roles. The involvement of the representatives of local chambers in the consortium development and planning has resulted in the initiation of many effective consortium operations. The consortiums plan to meet regularly with chamber representatives in order to stay closely tuned to local business changes and needs. [illegible] meetings will be published in a state-wide document to be distributed throughout the state, nation and even to the international business community. Director Dygert reports that this activity should result in a much improved communication system for educational resources available to assist with the economic development of each particular area.

Interested local chambers that have not yet been involved in consortium activity to date should contact a vocational or technical institution listed for their area, or seek additional information from Dr. Dygert in Columbus.

* * * * * * *

APPENDIX G

CONSORTIUM MEMBERS BY TYPE
OF ORGANIZATION

Number of Consortium Members by Type of Organization

Consortium	TYPE OF ORGANIZATION																	
	JVSD	Chamber of Commerce	Voc Compact	Ind.v. School Dist.	Technical College	Gen'l. & Tech College	Community College	Two-Year Branch	Four-Year College	CETA	PIC	Econ. Develop. Group	Business/Industry	OBES	Public Utility	Local Government	Other	Total Member Organiz.
Central Ohio	2	1		2	1													6
Central Valley	3	3			1						1	1					1	10
Cincinnati	1	1		3	1	2		2		1								11
East (Two Rvs.)	2	2		1	1			1										7
East - Ohio	4	5		3					2	2	2	3		1				22
[illegible]ie	2	6		1	1			1										11
Grtr. Cleveland	2	6	1	10			1		1			1	3			1		26
Med.-Sum.-Port.	3	14	1	2	1	1		1	2	1	3	3	1			1	1	35
Miami Valley	2	1		4			1			3	3	1						15
Mid-Central	3	7			2			1					3	1	1			18
Mid-Ohio	2	1		2	1			1			1		3					11
Muskingum Rvr.	1	2		2	1									1				7
North-Lake	1			1			1											3
Northwest	2			2	1			1							1	2		9
S. Central	2	4		1				1										8
Southern OH	4	9		1	1		1		2		1			3			2	24
S-W Ohio Rvr.	4	5				1	1					1		1				13
S-W Ohio	2	2		2				1		2		2						11
Stark/Wayne	2	6		9	1	1		1			1							21
TRACES	2	2			2			1	1	1				3		1	2	15
Toledo-NW	2	1		4	2	1			2	1			8					21
Upper Mid-W	1	5		1			1											8
[illegible]est. Reserve	1	14	1	1			1	1	1	2		2		2		2		28

APPENDIX H

SAMPLES OF LETTERS, ENCLOSURES AND SURVEY FORMS

TOLEDO AREA CHAMBER OF COMMERCE

218 HURON STREET, TOLEDO, OHIO 43604 · PHONE (419) 243-8191

126

Date

Name
Title
Company Name
Street Address
City, State, Zip

Dear_____:

The Toledo Area Chamber of Commerce, in cooperation with your local Chamber of Commerce, can provide you with a no cost, no obligation service which may be of considerable value to your organization. Many large and small firms have used this service successfully since it was initiated in January, 1981.

We have assisted industries, such as yours, in organizing and locating training programs to meet their requirements, including management, supervisory, or skilled employees. In addition, we attempt to obtain State of Ohio funds which will reduce training costs. It is quite possible that your firm will qualify for these funds.

I would appreciate the opportunity to meet with you or your designated representative to determine whether the services would be of benefit to your company. You will be contacted for an appointment to explain this program in more detail.

If we can help in any way, please let us know. You can call your local Chamber or call me directly at (419) 243-8191.

Many Thanks . . .

Sincerely,

Thomas Scherer
Director
Vocational and Technical Training

Dayton Area Chamber of Commerce

Suite 1980, Winters Bank Tower
Dayton, Ohio 45423
513/226-1444

127

This letter is a request for an appointment with you to present information about the Miami Valley Consortium. In your role of planning, development and training, it may be of some assistance to you to be aware of the potential educational training opportunities available for your employees.

In the multi-operational phases of your work force, there may be the need for training present employees, orientation and training of new employees, skill training, instructor training, supervisory training, soft-ware training assistance and assistance with training facilities. I would like to explain to you the possible availability of employee training funds and facilities offered through the State of Ohio, Department of Vocational Education and the Department of Economic and Community Development.

I will be most happy to talk with you, at your convenience, concerning the scope of the Miami Valley Consortium for skill training facilities in the Dayton metropolitan area.

Sincerely,

Robert P. Smart
Director

RPS/pm

Dayton Area Chamber of Commerce

Suite 1980, Winters Bank Tower
Dayton, Ohio 45423
513/226-1444

MIAMI VALLEY CONSORTIUM

VOCATIONAL-TECHNICAL TRAINING FOR BUSINESS-INDUSTRY

Vocational and Technical Educational Schools and area business leaders have formed a training concept to utilize available public educational institutions for the training and re-training of area employees. The consortium impetus was initiated by Governor James Rhodes, the Ohio State Department of Vocational Education and the Ohio State Department of Economic and Community Development. The Ohio Chamber of Commerce supports and promotes this attempt to secure well-trained and productive employees for their members for the economic well-being of the community and the State of Ohio.

The Miami Valley Consortium has the responsibility to coordinate the training needs and the requests for training from business and industry with the vocational and technical educational resources available and/or possible in the area Vocational Schools and Sinclair Community College. The training capabilities of the schools are identified with the needs from the business sector. The actual training programs may take place at a school, plant or place of business. The consortium matches training with business/industry needs through first hand contact:

1. Surveys needs and training objectives
2. Cooperatively designs strategies
3. Correlates training program proposals that are presented as options to the business or industry.

The needs survey, the correlation of specific programs and the coordination of the total needs-training process are available on request through the consortium and at no expense to the respective school or business or industry. Cost factors would be involved in the actual implementation of training programs based on the scope and nature of the educational requests. In most instances, state supporting or supplementary aid is available in order to foster employability and generate economic area stability.

The office for the Consortium is located in the Dayton Area Chamber of Commerce. Interested persons or companies may write, telephone or visit the consortium. A representative of the consortium, on request, will be glad to visit your facility for the dissemination of more training information.

Robert P. Smart
Director

SOUTH CENTRAL OHIO CONSORTIUM
of
BUSINESS AND INDUSTRIAL TRAINING FACILITIES
895 Crouse Chapel Rd.
Chillicothe, OH 45601

William R. Jarvis, Executive Director

CONSORTIUM MEMBERS

CHAMBERS OF COMMERCE
PIKE COUNTY
Curtis T. Price

PICKAWAY COUNTY
Jean Ankrom

ROSS COUNTY
Gerald T. Long

FAIRFIELD COUNTY
Rod Henry

TRAINING INSTITUTIONS
PIKE CO. J.V.S.
Lindsay Ratliff

PICKAWAY/ROSS J.V.S.
R. Thomas Harp

OU-CHILLICOTHE
J. Stephen Phillips

OU-LANCASTER
Ray Wilkes

LANCASTER CITY SCHOOLS
Dempsey Bailey

BUSINESSES AND INDUSTRIES
COLUMBUS & SOUTHERN ELEC.
Jerry W. Callahan

GOODYEAR ATOMIC CORP.
Jerry Chapman
Ed Hartnett

PARKER HANNIFIN
Art Jaggard

SOUTH CENTRAL POWER
Reno Robinett
Ed Stevenson

FRUEHAUF
G. H. Yankey

MEAD CORP.
John Ater

INDUSTRIALIST
Ed Grigg

Dear Sir:

The South Central Ohio Consortium (cooperating to offer vocational and technical education for the business and industrial community) has been organized to help in the efforts to expand and retain economic activity through vocational, technical and career training. Our membership is made up of organizations committed to this goal. Throughout the year the consortium will inventory existing training programs, assess the training needs of business and industry, help attract new industry by providing information and assistance in regard to training and help to coordinate the planning of educational resources.

This survey is only the first step in reaching our goals. The information gathered from industrial and business concerns throughout Fairfield, Pickaway, Pike and Ross counties will be used to help plan future training programs, provide existing companies with information about other manufacturing and training activity in our area, and to help attract compatible industries to expand our economic activities. We plan to make all of the information on the survey available to those sincerely interested in providing training programs or economic growth.

If you would like to discuss this survey, I will be calling you in the next few days to offer my assistance in answering questions and helping to complete the survey questionnaire.

Sincerely,

William R. Jarvis
Executive Director

SOUTH CENTRAL OHIO CONSORTIUM
Survey of Training Activity

Date_____

Company/Business Name _____

Address _____

Person in charge of training programs _____

Product manufactured or type of business conducted _____

_____

_____

A. Please indicate the number of years your organization has been located in this county _____

B. Please indicate the total number of employees at this location

_____

C. Does your organization:

	YES	NO
1. Participate in an apprenticeship program?	____	____
2. Currently operate an in-house training program?	____	____
3. Currently train employees through correspondence courses?	____	____
4. Provide a tuition refund program for employees?	____	____
5. Do you anticipate any expansion activities within the next five years that might qualify your company for Department of Economic Development training monies?	____	____

D. Do employees of your organization attend a vocational or post secondary school for job related training? (Please indicate which schools)

	YES	NO
1. Lancaster City Schools	____	____
2. Pike County Joint Vocational School	____	____
3. Pickaway Ross Joint Vocational School	____	____
4. Ohio University-Lancaster	____	____
5. Ohio University-Chillicothe	____	____
6. Other Vocational School	____	____
7. Other Post Secondary School	____	____

E. Please answer according to your organization.

	YES	NO
1. Are audio-visual resources available to your organization?	____	____
2. Do financial limitations or space present a problem in addressing your training needs?	____	____
3. Does your organization have a training program that has been highly successful that could be successful to other business and industries in the area?	____	____
4. Would your organization consider the concept of "SHARING" this highly successful program with other business organizations in the area?	____	____

F. In your organization, are training activities anticipated within the next year? _____

G. In your organization, are training activities anticipated within the next five years? _____

H. Please indicate any special training needs you may have _____
_____

General Comments _____

_____

_____

_____

_____

_____

Thank you for the time and cooperation. The information gathered through this survey will help the training institutions in our area plan for your future training needs.

APPENDIX I

SAMPLE ARTICLES

Experimental training program to begin

By David W. Jones
News-Herald County Editor

An experimental one-year program will be launched Monday to meet employee educational and training needs in the 100,000-person Lake County workforce and 54,000-person Ashtabula County workforce.

The vehicle will be the newly created Western Reserve Business Industry and Educational Consortium. It is funded with $28,000 in state and federal grants to pay the salary and other expenses of the group's executive director.

Sponsoring the consortium are 27 chambers of commerce development groups and vocational and technical educational facilities in both counties. The Lake County wing will be directed mainly by four of Lake County's top experts in the field.

The consortium director will start by taking an inventory of all existing educational and training resources available to working people in both counties.

The director will use that inventory to determine needs.

"These needs will then be met either by existing educational and training programs, or new programs can be designed to meet the business and industrial needs to help the employees to be more qualified and productive," consortium official Clifton A. Bissell said.

The Ashtabula County Joint Vocational School Board in Jefferson will be the consortium fiscal agent.

The board is expected Monday formally to appoint John E. Eland, a staff planner for the Lake County Planning Commission, as executive director.

The director will work out of offices at the vocational school in Jefferson and at Lakeland Community College in Kirtland.

Elected this week as consortium chairman was Bissell, senior community development representative for the Cleveland Electric Illuminating Co. His development responsibilities cover Lake, Ashtabula and Geauga counties.

First vice chairman will be Leonard Slominksi, Lakeland dean of curriculum who spearheaded much of the consortium preparatory work.

Second vice chairman will be Kenneth Jamison, adult educational coordinator for the Ashtabulta Joint Vocational School.

Consortium executive committee members will be David Gilmer, Lake County Planning Commission director and executive director of the Lake County Development Council, and Marguerite Krueger, executive director of the Mentor Area Chamber of Commerce.

Sponsoring the project are the chambers of commerce of Mentor, Jefferson, Madison, Wickliffe, Willoughby, Painesville Area, Ashtabula County, Andover, Chardon, Conneaut, Geneva, Geneva-on-the-Lake and Grand Valley.

Also sponsoring the program in both counties are the federally funded Comprehensive Employment and Training Act jobs programs and the Ohio Bureau of Employment Services.

The consortium also includes the Lake County Planning Commission, Lakeland Community College, the Lake County and Ashtabula County joint vocational schools, Lake County Development Council, Ashtabula County Industrial Development Council, Ashtabula County Planning Commission, Ashtabula branch of Kent State University and vocational training programs of Willoughby-Eastlake and Mentor school districts.

Gilmer

Bissell

Krieger

Slominski

Petersilge To Fill New Economic Development Position

David A. Petersilge, Munroe Falls, has been hired as coordinator, economic development and educational training, on the staff of the Akron Regional Development Board. This is a newly created position funded by the Greater Akron Consortium of Educational Resources and the Akron/Summit/Medina Private Industry Council (PIC).

Petersilge will be responsible for maintaining close contact with area business and industry and the vocational training functions in the area to coordinate referrals to appropriate job training centers for implementation of manpower training needs. He will also assist the Akron Regional Development Board, other local Chambers of Commerce and the Private Industry Council in promoting economic development for the region, including Summit, Medina and Portage counties.

"For some time we have needed a specialist in the area of educational training who is also familiar with economic development so that the needs and services in this area can be matched," said Charles Hawley, superintendent of Medina County Joint Vocational School and chairman of the Greater Akron Area Consortium of Educational Resources.

"David Petersilge will perform this function, making sure that the educational community is aware of the needs of business and that business is aware of the training programs available," Hawley said.

Petersilge, 25, is a lifelong resident of the Akron area. He graduated from Ohio University in 1978 with a B.S. degree in business administration/marketing. He was a sales consultant for Vance Creative Thinking Centers of Hudson from early 1979 until his recent PIC appointment and previously worked as a sales consultant for Monroe Calculator Company, a division of Litton Industries.

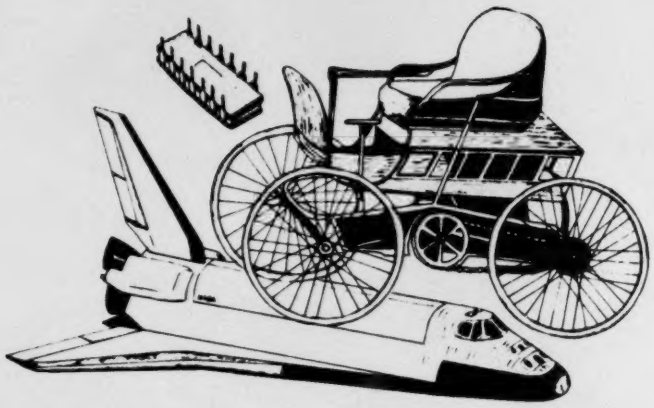
Petersilge is married; wife Debbie is an art teacher at Old Trail School. He is a member of the Stow Rotary Club and serves on the church council of the First Congregational Church of Akron. He holds a private pilot's license and is active in general aviation activities. Inquiries regarding the Private Industry Council may be directed to Petersilge at 376-5550.

DAVID A. PETERSILGE

APPENDIX J

OUT-OF-STATE PROMOTIONAL ITEMS

We're Accustomed To Success



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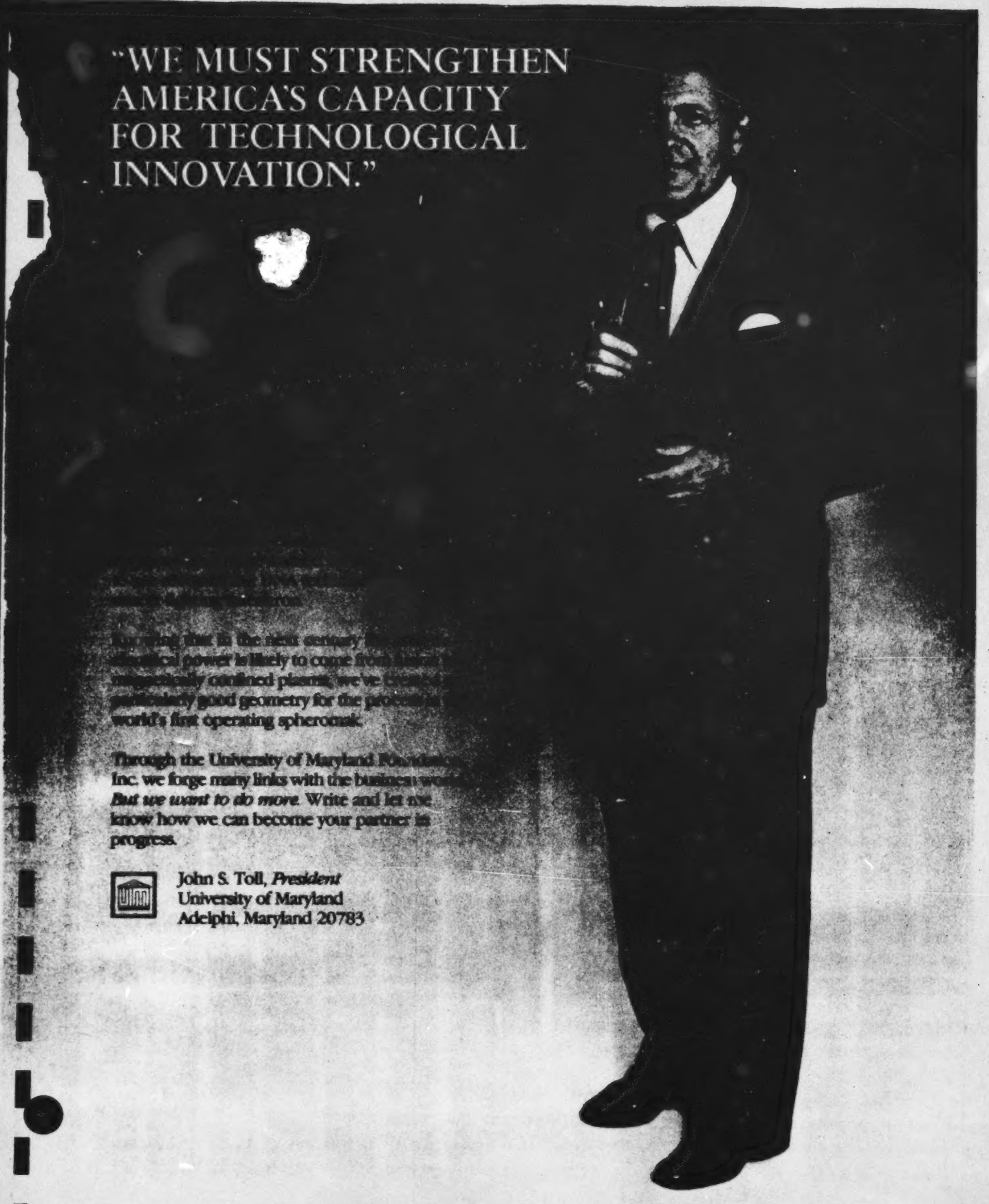
Contact: Larry McKinley, Director of Development
(317) 456-3805 Kokomo, Indiana 46901

NOVEMBER/DECEMBER 95

Source: High Technology, Vol. 1, Nov/Dec, 1981.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University of Maryland
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Construction on the Center will be completed next spring, with the first advanced integrated circuits scheduled for production by June. Today, IC design work already is going on at a nearby interim facility.

While the GE Microelectronics Center is becoming fully functional, we're already aiming toward leadership in the industry at our other established locations, including our new $50 million Corporate Research and Development facility in Schenectady. Our new $20 million Solid State Applications Operation lab in Syracuse. The GE Aerospace Microelectronics Program in Utica, and Intersil and GE Calma, in California.

General Electric is a big company, and offers big openings in microelectronics everywhere. But the biggest opportunity of your career could be waiting for you in North Carolina.

Not to mention all that unprogrammed happiness.

For more information, call toll free 1-(800) 334-8529. If you prefer, send your resume to: GE Microelectronics Center, P.O. Box 13049, Research Triangle Park, N.C. 27709.

Advanced Microelectronics Operations
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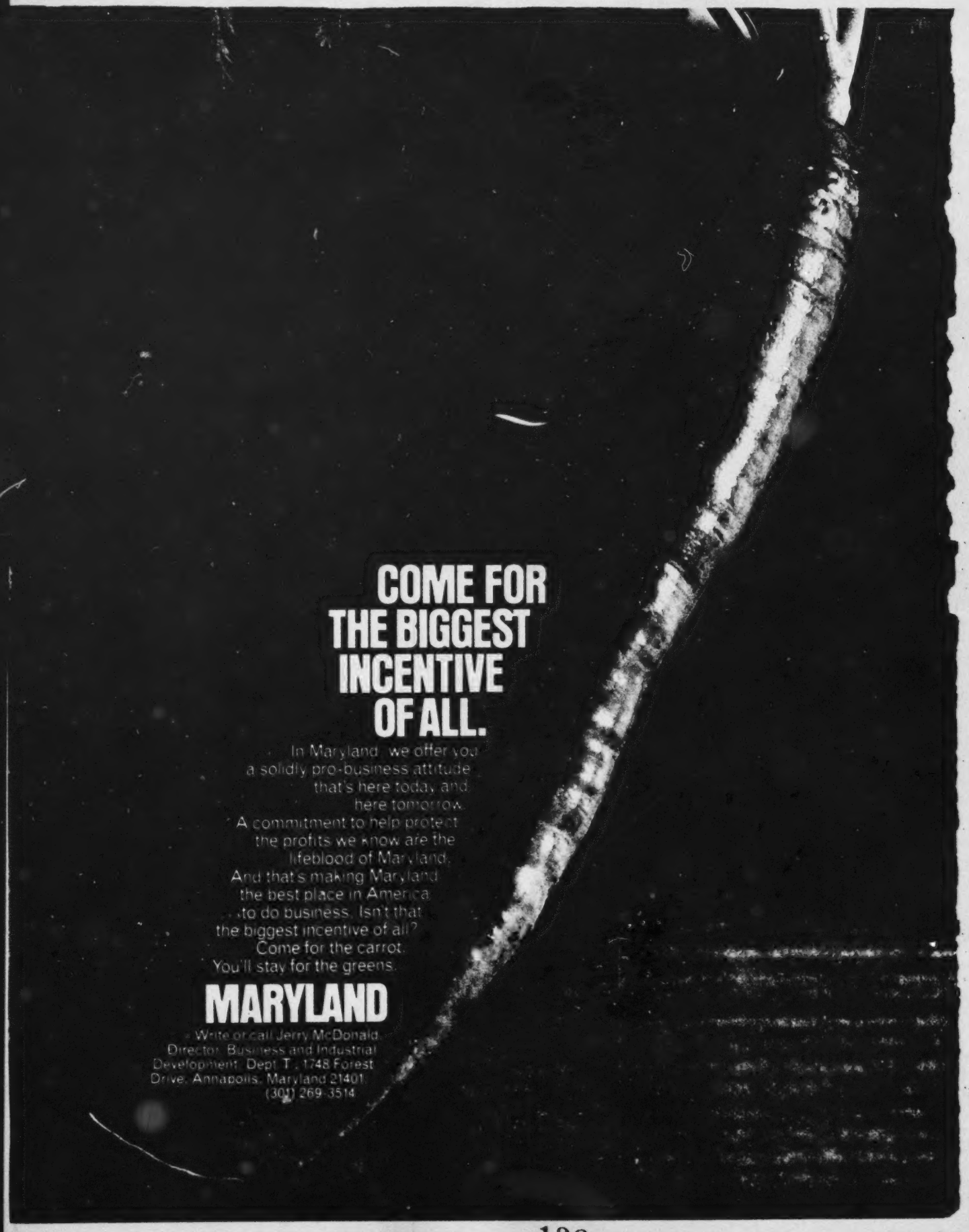
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You'll stay for the greens.
MARYLAND
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Director, Business and Industrial
Development, Dept. T, 1748 Forest
Drive, Annapolis, Maryland 21401.
(301) 269-3514

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Economic Development

BERLIN

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HT 182

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Title_____

Company_____

Address_____

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State_____

Zip_____ Tel._____

Mail to: W.J. Frankl, Berlin Economic Development Corporation, 767 Third Avenue, New York, N.Y. 10017-2079

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APPENDIX K

DIRECTORY OF OHIO CONSORTIUMS

DIRECTORY OF OHIO CONSORTIUMS

STATE CONSORTIA LEADERSHIP

Department of Economic and Community Development

Mike Hobson
Department of Economic and Community Development
30 East Broad Street
Columbus, Ohio 43215
614/466-2258

John Venters
Department of Economic and Community Development
30 East Broad Street
Columbus, Ohio 43215
614/466-6619

Steve Howard
Department of Economic and Community Development
30 East Broad Street
Columbus, Ohio 43215
614/466-6617

Ohio Department of Education Division of Vocational Education

Dr Byrl Shoemaker
Ohio Department of Education
Division of Vocational Education
65 South Front Street, Room 907
Columbus, Ohio 43215
614/466-3430

Dr. Charles B. Dygert
Ohio Department of Education
Division of Vocational Education
65 South Front Street, Room 907
Columbus, Ohio 43215
614/466-3430

Frank A. Oliverio
Ohio Department of Education
Division of Vocational Education
65 South Front Street, Room 907
Columbus, Ohio 43215
614/466-3430

OHIO VOCATIONAL - TECHNICAL CONSORTIUM DISTRICTS

Consortium	Consortium Director	Contact-Address-Phone
Central Ohio	Robert Hadden Columbus Chamber of Commerce 37 North High Street Columbus, Ohio 43215 614/221-1321	Harry E. Tolles, Jr., Supt. Central Ohio JVSD 7877 Route 42 NE Plain City, Ohio 44663 614/873-4666
Central Valley	Molly C. Ingold Newark Chamber of Commerce 50 West Locust, Box 702 Newark, Ohio 43055 614/345-5811	James Spadafore, Supt. Knox County JVSD 306 Martinsburg Road Mount Vernon, Ohio 45050 614/397-5820
Cincinnati Area	Tom Newbold Cincinnati Chamber of Commerce 120 West Fifth Street Cincinnati, Ohio 45202 513/579-3159	Rosemary Kolde, Adult Education Great Oaks JVSD 3254 East Kemper Road Cincinnati, Ohio 45241 513/771-8840
East (Two Rivers)	Dr. James Eaton Tuscarawas Chamber of Commerce Box 232 New Phila., Ohio 44663 216/343-4474	Joseph R. Carlisle, Supt. Buckeye JVSD 545 University Drive NE New Phila., Ohio 44663 216/339-2288

East-Ohio	Tim Calderone Youngstown Chamber of Commerce 200 Wick Building Youngstown, Ohio 44503 216/744-2157	James Jarvis, Asst. Supt. Youngstown City Schools Post Office Box 550 Youngstown, Ohio 44501 216/743-1151
Erie Consortium	Curt Tyler EHOVE JVSD Box 250 Milan, Ohio 44846 419/499-4663	Dave Hufford, Director EHOVE JVSD Box 250 Milan, Ohio 44846 419/499-4663
Greater Cleveland	David A. Mikita Cleveland Jobs Council 1375 Euclid Avenue Cleveland, Ohio 44114 216/861-6100	Robert Jones, Director Cuyahoga Valley JVSD 8011 Brecksville Road Brecksville, Ohio 44141 216/525-5200
Medina-Summit-Portage	Dave A. Petersilge Akron Regional Development One Cascade Plaza Akron, Ohio 44308 216/376-5550	C. E. Hawley, Superintendent Medina County JVSD 1101 West Liberty Street Medina, Ohio 44256 216/725-8461
Miami Valley	Robert P. Smart Dayton Chamber of Commerce 1980 Winters Bank Tower Dayton, Ohio 45423 513/226-1444	James Fraiser, Career Education Dayton City Schools 348 West 1st Street Dayton, Ohio 45402 513/262-3787
Mid-Central	Ron Bornmann Ohio Hi-Point JVSD RR 2, Box 2021 Bellefontaine, Ohio 43311 513/599-3010 614/363-1993	Ken Boyer, Adult Supervisor Tri-Rivers JVSD 2222 Marion Mt. Gilead Road Marion, Ohio 43302 614/389-4681
Mid-Ohio	Dr. Ginny Clay Commercial Services Bldg. 35 North Park, Room 247 Mansfield, Ohio 44902 419/522-2852	Don Moder, Vocational Director Madison Local Schools 1379 Grace Street Mansfield, Ohio 44905 419/589-2600
Muskingum River Area	Joyce Holzapfel Belpre Chamber of Commerce 713 Park Drive P.O. Box 8 Belpre, Ohio 45714 614/423-8934	Ken Williams Belpre Chamber of Commerce 713 Park Drive P.O. Box 8 Belpre, Ohio 45714 614/423-8934
North-Lake	Joe Palmisano Lorain County JVSD Rt. 20 & 58 Oberlin, Ohio 44074 216/774-1051	William Ruth Lorain County JVSD S.R. 58 S., RD #1 Oberlin, Ohio 44074 216/774-1051

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orthwest	Robert Ballenger Lima Technical College 4240 Campus Drive RM 420-K Lima, Ohio 45804 419/228-2641 Ext. 222	Ross Graves Vantage JVSD 818 N. Franklin Street Van Wert, Ohio 45891 419/238-5411
South Central	Bill Jarvis Pickaway Ross JVSD 895 Crouse Chapel Road Chillicothe, Ohio 45601 614/642-2550	Tom Harp, Adult Education Pickaway Ross JVSD 895 Crouse Chapel Road Chillicothe, Ohio 45601 614/642-2550
Southern Ohio	Martin Irvine Gallia-Jackson-Vinton JVSD Box 157 Rio Grande, Ohio 45674 614/245-5334	Ponney G. Cisco, Director Gallia-Jackson-Vinton JVSD Box 157 Rio Grande, Ohio 45674 614/245-5334
Southwest Ohio River	Richard M. Lockhart Southern Hills JVSD Hamer Rd. & US 68, Box 179 Georgetown, Ohio 45121 513/378-6131	Robert A. Corbin Georgetown Chamber of Commerce 104-1/2 Main Street Georgetown, Ohio 45121 513/378-4250
Southwestern Ohio	Robert C. Wasson Butler County JVSD 3603 Hamilton-Middletown Hamilton, Ohio 45011 513/867-5910	Ronald J. Pawlowski, Adult Ed. Butler County JVSD 3603 Hamilton-Middletown Hamilton, Ohio 45011 513/867-5900
Stark/Wayne	Dr. R. G. Hamrick Stark County Board of Ed. 7800 Columbus Road NE Louisville, Ohio 44641 216/453-7711	Norma J. Amstutz, Exec. V-Pres. Orrville Area Chamber of Commerce 132 South Main Street Orrville, Ohio 44667 216/682-8881
TRACES	Cindy Krawson Guernsey Noble JVSD Route 1 Senecaville, Ohio 43786 614/685-2516	Dr. Richard M. Libby Muskingum Area Technical College 1555 Newark Road Zanesville, Ohio 43701 614/454-2501
Toledo Northwest	Tom Scherer Toledo Chamber of Commerce 218 North Huron Street Toledo, Ohio 43608 419/243-8191	Ralph Herold Toledo Edison 300 Madison Avenue Toledo, Ohio 43652 419/259-5045
Upper Mid-West	Dorothy Finley Upper Valley JVSD 8811 Career Drive Piqua, Ohio 45356 513/778-1980	R. N. Adams, Superintendent Upper Valley JVSD 8811 Career Drive Piqua, Ohio 45356 513/778-1980

estern Reserve	John Eland Willoughby Chamber of Commerce 38131 Eculid Willoughby, Ohio 44094 216/942-5107	Clifton A. Bissell Lake County Development Council C/O - CEI 1445 Mentor Avenue Painesville, Ohio 44077 216/352-0629

INDUSTRY - ON-SITE - COORDINATION

State Coordinator (On-site - Management)	Frank Darling Rockwell International 4300 East Fifth Avenue Department 856-B6M Columbus, Ohio 43216 614/239-2444	Frank Darling General Motors Corporation Chevrolet-Morain Plants P.O. Box 1291 Dayton, Ohio 45401 513/297-2867
On-site Instructor/ Coordinator	Jack Ellis Rockwell International 4300 East Fifth Avenue Department 856-B6M Columbus, Ohio 43216 614/239-2444	
On-site Instructor/ Coordinator	Barney Ball Grumman Flxible Corporation 970 Pittsburgh Drive Delaware, Ohio 43015 614/369-7671	Barney Ball Rockwell International Truck Axle Division Kenton, Ohio
On-site Instructor/ Coordinator	Carl Garland Grumman Flxible Corporation Loudenville Plant Loudenville, Ohio	

APPENDIX L

GUIDELINES FOR INDUSTRY-EDUCATION COOPERATION

GUIDELINES FOR INDUSTRY-EDUCATION COOPERATION

The reports of the many exemplary programs and practices of industry and education collaboration across the country were analyzed to ascertain what made them successful, the common elements that successful programs shared, and the distinct qualities of successful programs. The practitioners involved with these programs were asked on the questionnaire to identify what they considered to be the critical elements for success in their programs. From this body of information, the following guidelines have been formed to help other colleges who wish to implement new collaborative efforts with industry or expand present efforts for their mutual educational and financial benefits.

1. There must be good, clear communication between key persons in industry and education. This good communication requires that the persons in industry and education understand each other's roles and responsibilities and what each can offer.

2. Excellence in teaching is essential. The instructor must have knowledge of the business/industry and know how to gain the respect of and relate to the worker-students.

3. There must be institutional flexibility in meeting the needs of industry. There must be flexibility in scheduling courses, in assigning faculty, and in designating locations where courses can be offered. Program times, length, and location must be consistent with user hours and needs. Flexibility is needed also in selecting the mode of instruction, i.e., the delivery system.

4. Programs offered must be of high quality. When the college provides courses for industry, the programs must be up-to-date, relevant, and of high quality. It is particularly effective when the courses are specifically tailored to the needs of the company. All parties should agree on course content.

5. Good, active advisory committees are important. Industry's support and guidance in developing and maintaining programs are essential. There must be willingness of key industry personnel to volunteer time and resources.

6. Education should have a quick response time in meeting industry needs. This requires institutional flexibility and the knowledge and skill of involved college personnel. Short-term and modular courses can help provide quick delivery and successful outcomes.

7. There must be recognition of mutual need. To warrant the time, effort, and resources required for collaboration, the need and benefits must be clearly perceived. The vision and persistence of interested parties is required. It takes the dedication of someone in both education and industry to make it work.

8. The support of administrators and faculty within the college is required to successfully serve industry. Administrators and faculty must see this as part of their institutional mission and recognize the benefits.

9. Careful and thorough planning in each cooperative effort is essential. A good survey of industrial needs and a realignment of educational objectives to meet those needs contribute to serving industry successfully. By careful planning, return on effort is maximized.

10. A clearly written agreement or contract helps achieve successful completion of joint endeavor. When the duties and responsibilities of each party are clearly delineated, misunderstandings are reduced and performance is improved.

11. There should be continued evaluation of the program to update and improve it. By assessing each program as it progresses and at the end of the course of study, content, procedures, and management of effort should improve.

Source:

Catherine P. Warmbrod, et.al., Sharing Resources: Postsecondary Education and Industry Cooperation. Columbus, Ohio: The National Center for Research in Vocational Education, Research and Development Series No. 203, 1981.

APPENDIX M

PROPOSAL FORMAT

Section 1

Applicant Information

Name: _____

Address: _____

_____

Telephone: _____

2. Describe the type of company and the nature of its operation. _____

_____

_____

3. Select the appropriate classification under which the company is applying. If a company is eligible under more than one category, a separate proposal for each eligible category should be submitted.

( ) A new business in Ohio creating _____ new jobs.
Are the operations here the result of a relocation? If yes, from where?

_____

( ) An existing business in Ohio expanding its work force by creating _____ new jobs.
What is the number of current employees? _____

( ) An existing business in Ohio expanding its operation through the acquisition of new production equipment, and/or increasing its physical facility and/or altering its manufacturing processes for increased productivity and

A. ( ) not expanding the size of its work force, or

B. ( ) expanding its operations by creating _____ new jobs

What is the number of current employees? _____

Will this expansion result in the displacement of existing employees?
If yes, describe.

_____

_____

( ) An existing business in Ohio which, without training assistance to achieve increased productivity, will permanently reduce its work force by _____ jobs.
What is the number of current employees? _____

If retention is the basis for training, will the company be willing to provide documentation to support its training request? _____

Employees to be Added

4.

Classification Description	Number People	Current Year	19__	19__	19__	19__	19__

5. Does the company currently have any of its employees on active lay-off and/or been notified of an impending lay-off? If yes, describe the nature of the lay-off (temporary or indefinite), the number of employees prior to lay-off or notice of lay-off, the number of employees affected by the lay-off and when the lay-off did or will occur.

6. Describe the company's capital expenditure or other investments and its relation to this proposed project.

7. Describe the expected impact of the training on the company.

8. Describe how the company will monitor the training and evaluate its results.

9. Will this project affect employment at other Ohio businesses? If yes, describe the impact.

10. Describe the expected economic benefit to the community, such as additional wages paid employees and taxes contributed to the local and state governments.

ASSURANCES

In its continuing effort to create new jobs and retain existing jobs in Ohio, the State has established the Job Training Assistance Program. Under the program, the State provides the following technical and financial assistance:

A. Necessary technical assistance to develop a detailed training proposal.

B. Necessary technical assistance to implement or aid the company in initiating training if the proposal is approved.

C. Necessary technical assistance to aid the company in monitoring the approved training, collecting the required documentation to substantiate the approved training and evaluating the training results.

D. Technical assistance and advice to the company as appropriate.

E. Financial assistance to the company in supplementing the cost of training.

In return for job training assistance, the company should perform to the best of its ability to create new jobs or retain existing jobs which are described above. Should it become necessary for the company to temporarily or permanently reduce its work force during the course of the job training assistance program, then it may be necessary for the State to reduce the amount of training assistance provided in order to reflect the decrease in the work force.

A training assistance program shall be established to operate for a specified period of time. Since the goal is to provide job training assistance to the company, if it becomes necessary for the company to withdraw from the training assistance program prematurely, then the obligations of the State under the training assistance program shall be considered to be fulfilled.

The job training assistance program is intended to provide assistance in training employees at the company. Thus, the training assistance is not intended to provide for the payment of required salary, wages and fringe benefits to employees of the company.

In some situations in which new jobs are created in association with the job training assistance, the company may be requested to hire the new employees prior to being reimbursed for costs incurred under the training assistance program. If the company finds it necessary to hire fewer than the number of employees stated, then the State may find it necessary to reduce the amount of job training assistance in order to reflect the lesser number of employees.

The company should attempt to utilize local public training resources before looking to other training resources. Alternate training sources, when cost beneficial, can be considered when local training resources do not meet the specific needs of the company.

This document is a proposal for training assistance, and the State will handle it as a confidential document. This proposal is not an authorization by the State to incur job training costs for reimbursement.

Name and Title

(Signature and Date)

Proposal for Assistance
State of Ohio

NEW _____

RETAINED _____

COMPANY: _____

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COMPANY CONTACT: _____

CONSORTIUM: _____

Section II

INSTRUCTION & TRAINING MATERIAL DESCRIPTION	TOTAL COST	STATE USE ONLY		
		VO-ED	DECD	COMPANY

INSTRUCTION & TRAINING MATERIAL DESCRIPTION	TOTAL COST	VO-ED	DECD	COMPANY

Company

Page ____ of ____ Pages

Project Dates

Start _____ End _____

Fiscal Agent

Name: _____

Address: _____

_____

Telephone: ( ) _____

Federal Tax ID#: _____

The _____ Industrial Job Training Consortium has read the proposal for _____ _____ company and has reviewed the training elements of the proposal with members of the Executive Committee.

_____ _____

Name (Chairperson/Signature) (Date)

_____

Title and Organization

GUIDELINES

A. DIRECT INSTRUCTIONAL HOUR (rate of reimbursement)

The State shall reimburse through the project fiscal agent, either the company or the educational institution (whichever incurs the training cost), at a rate of $11.00 per class hour of instruction. A class hour is defined as ten (10) students receiving one hour of instruction. The company will be responsible for the difference between the established rate and the actual total cost of each class hour of instruction.

B. VENDOR TRAINING

When the company determines a public educational institution cannot provide the specific training objectives of the company, the State shall consider supplementing a portion of the training cost of alternative training vendors.

C. ON-SITE COORDINATOR

Whenever the size or complexity of a training project requires full time (40 hr/wk) supervision the State may employ an on-site coordinator. The on-site coordinator shall be a public employee selected in conjunction with DECD, Education, the Company, the Consortium Committee and the project Fiscal Agent, who shall serve a term of employment as stated in the grant agreement and perform the duties as outlined in the on-site coordinator job description. The State shall also consider unemployment compensation for the on-site coordinator in appropriate situations.

D. CONSUMABLE SUPPLIES

The State may consider reimbursement of a portion of consumable supplies used during instruction.

E. ASSESSMENT

Assessment is determining employee skill level and ability to profit from instruction. The State may reimburse a portion of the cost of employee assessment.

F. TRAIN THE TRAINER

Those educational activities to prepare selected company employees or public school instructors for specific company teaching requirements. The State may supplement the costs of non-credit instruction, travel and per diem expenses during the period of specialized instructor education.

If the number of employees to be trained by the specialized instructor is insufficient to create a reimbursable class size (10 students), the State's participation in these areas will be reduced proportionately.

G. HARDWARE

The State may provide a portion of the training equipment necessary for instruction. Any hardware purchased by the State becomes the property of the State, and may be made available to any company when conditions warrant.

TRANSPORTATION & MAINTENANCE

Transportation

The company currently in possession of the equipment will ready the equipment for transportation, attest to the condition of the equipment at the time of shipment and send the equipment C.O.D. insured.

The client company receiving the equipment shall incur the C.O.D. cost of shipment and insurance and attest to the condition of the equipment upon receipt.

Maintenance

When the State makes training equipment available to the company for instruction, the company shall be responsible for the maintenance of the equipment in normal operating condition and the replacement or repair of equipment lost or damaged.

During the period in which the company utilizes the equipment, the State will be held harmless from liability in any suit or claim arising in connection with the operation of the equipment, or any act incidental to the use of the equipment.

H. SOFTWARE

The State may assist the company in obtaining a portion of the software necessary for instruction. Any software purchased by the State becomes the property of the State, and may be made available to any company when conditions warrant.

I. CLASSROOM FACILITIES

The State may assist the company with the establishment of classroom facilities when conditions prohibit the use of public educational facilities.

J. MANAGEMENT TRAINING

The State may assist the company in providing management assessment and management training at line-management, mid-management and executive-management levels to increase the potential for increased productivity through improved management structure and performance. Costs for such training shall be considered relative to the source of training. In-plant management training taught by in-plant personnel shall be reimbursed up to $11.00 per hour of instruction. A portion of the cost of instruction may be considered for management training offered by any State institution of learning (at institution site or plant site).

A portion of the cost of vendor training shall be considered for private vendor instructional resources.

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